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The South Carolina State Board For Technical And Comprehensive Education

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Annual Report

FISCAL YEAR 1984-85

111 Executive Center Drive
Columbia, South Carolina

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Columbia, South Carolina

G. WILLIAM DUDLEY JR.
Executive Director

P. HENDERSON BARNETTE
Chairman

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INTRODUCTION

August, 1985

To His Excellency, Governor Richard W. Riley Jr., Chairman of the State Budget and Control Board and Members of the South Carolina General Assembly.

During the past fiscal year, technical education has offered training for South Carolinians seeking profitable job opportunities and more marketable job skills. Many workers became displaced as cutbacks and layoffs took place in industry.

Through South Carolina's internationally recognized technical education system, 182,377 South Carolinians increased their job training skills through technical education courses, continuing education, community service, restricted state and federal programs and Special Schools training.

Our technical colleges rallied to provide citizens in their service areas with job skill evaluations, interviewing skills and confidence to train for other job opportunities.

Through our operating budget of $126,025,600, TEC supported Special Schools for new and expanding industry, continued cooperation with the State Development Board to recruit industry, supported administration of the 16 technical colleges, and initiated or expanded job training programs.

This past year two additional Resource Centers were added in TEC's Design for the Eighties program. These two were tourism and Electromechanical Maintenance Technology. Our six other Resource Centers in Computer Applications, Robotics, Microelectronics, Advanced Machine Tool Technology, Advanced Office Occupations and the Water Quality Institute are making their impact on the TEC system and the state.

These innovative Resource Centers focusing on specific technologies provide trained technicians for businesses and industries in the state utilizing new and emerging technologies.

TEC continues on its mission to train citizens for known job opportunities. TEC will continue to offer training and expand our programs to meet the growing demands of industry, entrepreneurial development, and business in South Carolina.

Sincerely,

P. Henderson Barnette
Chairman

1984-85
STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION

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HISTORY OF TECHNICAL EDUCATION IN SOUTH CAROLINA

An agrarian economy, out-migration of young people and lack of industry challenged South Carolina leaders in the early 1960's.

Gov. Ernest F. Hollings believed South Carolina's chance of solving these problems was in its most valuable resource — the people. Hollings named a Joint Legislative Study Committee of three senators and three representatives. The Senators were John C. West (chairman), Marshall Parker and William C. Goldberg. Representatives were Robert E. McNair (vice-chairman), Floyd Spence and Rex L. Carter. The study and subsequent recommendations made by this committee, which later became known as the West Committee, resulted in one of the most significant pieces of legislation in South Carolina's history.

The West Committee's specific recommendations regarding technical training (outside the existing high school program) fell into two main categories:

1. A crash program to provide immediate training for established industries and for particular industries; and

2. A technical training program to train high school graduates for initial employment as technicians in industry and to offer trade extension courses for people desiring employment in industry and to those already employed who wanted to improve their skills.

To implement the program it envisioned, the committee recommended that the Governor, with the advice and consent of the Senate, appoint seven persons to serve as "The Advisory Committee for Technical Training." This Advisory Committee would be authorized to recommend the employment of personnel, adequate salaries and reasonable standards for facilities to qualify under the program.

The 1961 General Assembly, guided by the West Committee's recommendations, enacted legislation which authorized the establishment of the South Carolina Advisory Committee for Technical Training. This act provided for eight, rather than seven members, six of the members were appointed by the Governor, each of whom represented one of the state's congressional districts; the State Superintendent of Education and the Director of the State Development Board were ex officio members. The Act provided for the appropriation of an initial budget of $250,000 rather than the $1,000,000 recommended.

The original South Carolina Advisory Committee for Technical Training included: Chairman O. Stanley Smith, Jr. of Columbia (district 2); Alvin F. Heinsohn of Charleston (district 1); J. Bonner Manly of Abbeville (district 3); Sapp Funderburk of Greenville (district 4); Clarence Rowland, Sr. of Camden (district 5); J. Boone Aiken of Florence (district

6); Jesse T. Anderson, State Superintendent of Education and Walter W. Harper, State Development Board Director.

One of the Advisory Committee's first actions was to appoint A. Wade Martin as Coordinator of Technical and Industrial Training. Martin, former Administrator of Industrial and Technical Education for the North Carolina Department of Public Instruction, moved immediately to implement the crash program recommended by the West Committee and mandated by the authorizing legislation. Working in consultation with the State Development Board, Martin and the Advisory Committee planned a program with a high degree of responsiveness to the needs of industry, inherent flexibility and ability to act on short notice, and supported by a centralized equipment depot.

John E. "Jack" Riley, was hired by Martin to head up the Special Schools Program. The first office was in the Development Board offices and then moved to 1321 Pendleton Street in Columbia. In addition to Jack Riley, Paul Weatherly and Norma Buff were early members of the TEC staff.

Once the Special Schools Program was underway, Martin and the Advisory Committee turned their attention to the establishment of the companion program of permanent technical education institutions. Convinced that post-high school technical training could best be served by a system of permanent regional centers, they first delineated the guidelines to be followed in establishing such a system:

(1) Training programs would be based on documented job needs;

(2) The area served would have a minimum annual high school graduation of 3,000 within a 30 mile radius of the center;

(3) The System would consist of a minimum of 13 centers to assure that 95 percent of the population would be within 25 miles of a center;

(4) Sponsoring counties would provide land, suitable facilities, a share of operating costs, and local supervision for the centers; and

(5) The state would provide funds for staff and equipment, as well as statewide coordination and required technical support.

The main goal of Martin and the Advisory Committee in planning the System was simple and pragmatic: to make a suitable training program available to any adult South Carolinian who wanted to obtain a salable skill. The programs offered by the Technical Education Centers would necessarily have to be designed to meet a variety of educational needs. By insisting on excellence and a sensible approach in meeting the most urgent needs of the present, the designers of the South Carolina Technical Education System were also laying the groundwork for the solution of future problems.

In the meantime, the Special Schools Program was off and running as planned; working in coordination with the State Development Board, training programs were prepared to respond quickly and pragmatically to the training needs of industry. When an industry indicated that it would locate in South Carolina or expand its existing operation, Special Schools staff would determine training needs, develop instructional materials, set up training sites, hire instructors, recruit trainees from the local population, and train them. When the plant opened its doors, trained employees were ready to begin work. The success of this kind of intensive, short-term training capability led to the phrase "Start up in the Black" to describe the advantage TEC could give to industry willing to locate within the state.

The initial Special Schools training programs proved the validity of the West Committee's belief that good technical training programs would attract diversified industries to South Carolina. Those early industries included Firestone Steel (Spartanburg), Elgin National Watch (Elgin), Utica Drop Forge and Smith-Corona-Marchant (both in Orangeburg), and Lockheed Aircraft (Charleston). In the ensuing years, Special Schools Programs have been conducted in all 46 counties for different companies, and have provided South Carolinians with the skills necessary for better jobs. Of these, 30,128 people or 51 percent, were trained for jobs in industries other than textile and textile-related from 1960-1977. Such newcomers to the rapidly developing South Carolina economy included chemicals and plastics, electrical products, and metalworking, among others.

But the Special Schools Program, while an integral part of the TEC plan to make South Carolina competitive with other states in attracting more and different kinds of industries, was never intended to provide training for the large numbers of technicians required as replacements or additional employees as industry continued to expand, or for the employees required in the rapidly growing service fields. This was the responsibility of the System of Technical Education Centers, which, as Special Schools was doing, was demonstrating the validity of its planners' concept and the need for its rapid implementation.

The first to apply for a center was Greenville County, whose citizens enthusiastically endorsed the building of a center and whose application for one was received and approved by the Committee on September 20, 1961. Within a year Greenville TEC was built and opened its doors to the first students.

By the spring of 1962, applications had been approved for centers in Spartanburg, Richland, and Sumter counties, and for the tri-county area of Anderson, Oconee, and Pickens. In the fall of 1963, all four of these centers were training students in newly-opened facilities.

In the period from 1964 to 1966, five other centers opened: Florence-Darlington (1964); Berkeley-Charleston-Dorchester* (1964); York (1964); Horry-Marion-Georgetown** (1966); and Piedmont (located in Greenwood, 1966).

By 1973, the construction of new centers was virtually complete. Orangeburg-Calhoun TEC and Chesterfield-Marlboro TEC had opened in 1968, and in 1971, the Williamsburg Regional Manpower Training Center*** opened in Kingstree. Aiken TEC, opening its permanent facilities in 1973, rounded out the construction phase of Technical Education Centers. However, in 1969, the General Assembly transferred the administration of the state's three Area Trade Schools to the TEC System. These schools located at Beaufort, Denmark, and West Columbia, later became TEC centers, which brought the total number of centers to 17 by 1973.****

During this period of center construction, TEC had been active in other areas of technical training.

In 1969, at the request of the Firemen's Association, Gov. Robert E. McNair placed the responsibility for the creation of a state-wide firefighter's training program and its administration with the Advisory Committee for Technical Education. Training programs were conducted in TEC centers, industrial plants and fire department facilities. It soon became evident, however, that a permanent, centralized training facility was needed. In November, 1971, ten acres of land adjacent to the Midlands TEC Airport Campus were made available for the development of a training facility (now the S. C. Fire Academy).

In 1963, the Committee accepted a federal grant of $5.6 million made available through the Manpower Development Training Act (MDTA). Used to establish a new manpower training program called STEP (Special Training for Economic Progress), this grant represented the first large-scale effort in South Carolina to provide occupational and literacy skills to the unemployed and underemployed. Through this and subsequent MDTA programs, more than 35,000 disadvantaged South Carolinians have been provided these basic skills.

The U. S. Department of Labor awarded a grant of $2 million to TEC in 1968 to initiate the South Carolina Rural Concentrated Employment Program (CEP). With these funds, more than 7,000 disadvantaged rural South Carolinians were provided services in addition to training, such as

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* Now Trident Technical College
** Now Horry-Georgetown Technical College
*** Now Williamsburg Technical College
**** The West Columbia Trade School became the Airport Campus of Midlands Technical College, reducing the total of institutions to 16.

educational assessment and orientation, health care, and job placement, all of which aided them in finding more productive and satisfying jobs.

These early efforts to alleviate the plight of economically and socially disadvantaged South Carolinians have evolved into a tradition of cooperation among TEC, the federal government, and other state agencies. TEC centers and colleges, with their facilities, equipment, and instructional staff, have become focal points for the implementation of the current federal manpower program, CETA (Comprehensive Employment Training Act). CETA is administered through the Governor's office with TEC as a subcontractor in the state.

During the first decade of its existence—

— the statewide system of centers was nearing completion,
— the Special Schools Program continued to serve new and expanding industries,
— TEC joined inter-agency efforts to solve the endemic problems of limited skills and unemployment among the disadvantaged,
— and, the system was being praised, studied, and emulated nationally and internationally as a technical education model.

Wade Martin took a year's leave of absence during 1968-69. During that period Thomas E. Barton, Jr., Director of Greenville TEC, served as Acting Executive Director. In October 1970, little more than a year after returning to his position, Martin died suddenly, after nearly a decade of inspired and exceptional leadership to the system. Wyman D. Shealy, Finance Officer of TEC since 1964, was appointed Interim Executive Director and the search for a new Executive Director began.

The Advisory Committee's search culminated in May 1971, with the appointment of Julio L. Bortolazzo as TEC's fourth Executive Director. Bortolazzo, former head of several California junior colleges and junior college districts, was internationally recognized as a key figure in the conception and development of that state's community college system. But soon after becoming the TEC Executive Director, Bortolazzo became involved in a statewide controversy regarding TEC's role in higher education, particularly in relation to the University of South Carolina's system of branch campuses. Perhaps having misunderstood the essential purpose and mission of TEC and having apparently overestimated the support within South Carolina for his view of TEC, Bortolazzo resigned in August 1971, after only ten weeks as Executive Director.

O. Stanley Smith, Jr., Chairman of the TEC Committee since 1961, was authorized by the Committee as Acting Executive Director during the search for an executive director. Shortly afterwards, on August 26, 1971, Smith resigned the chairmanship to assume the position on a permanent basis. Y. W. Scarborough, Jr., the member from the First Congressional

District, was elected to succeed Smith as Chairman of the Committee. Smith, who had been instrumental in guiding TEC from its beginning, was faced with the task of continuing the pattern of success that the System had established into a future overshadowed with some uncertainty and a need for critical decisions.

The 1971 General Assembly had directed the South Carolina Commission on Higher Education to conduct a joint study on a proposal to establish a system of community colleges within South Carolina. The report resulting from the study led to the passage of Act 1268 by the 1972 General Assembly. Act 1268 established the State Board for Technical and Comprehensive Education and added two at-large members to the former Advisory Committee for Technical Training, appointed by the Governor, to the Board membership. The Act authorized, at local option and with TEC Board and Higher Education Commission approval, the addition of first and second year college parallel curricula to Technical Education Centers. It also placed under the authority of the State TEC Board all present and future state supported two-year postsecondary institutions and their programs, except for the present branches and centers of the University of South Carolina and Clemson University.

Act 1268 represented the General Assembly's response to the state's need for an economical offering of lower-division college courses at a moderate cost to the student and within commuting distance of the population. Greenville Technical College was the first institution to establish a college parallel program. Five other institutions (Chesterfield-Marlboro Technical College, Midlands Technical College, Tri-County Technical College, Trident Technical College, York Technical College and Williamsburg Technical College) have received Board and CHE approval to offer the Associate of Arts and the Associate of Science degrees.

TEC's role and responsibilities in the education of South Carolinians was thus expanded to include the offering of low-cost college transfer programs within a reasonable commuting distance of the population. Through these programs, students otherwise financially unable or too far removed from other institutions have been able to attend two years of college; many of whom transfer their credits and complete four year programs. But, while this aspect of TEC has received much publicity over the past few years, the system has steadfastly kept sight of its original mission. The college parallel programs have been established and operate alongside the technical programs, but have never, in intention or actuality, detracted from the continued success of technical education.

In June 1976, the General Assembly passed Act 654. Act 654 was especially important in that it expressly provided for the TEC Area Commissions to continue as they were presently constituted. It also

delegated the primary responsibility of local governance and supervision of institutions to the Area Commissions. The Act delegated specific authority to the Area Commissions to: adopt rules and regulations for the expenditure of funds; acquire real and personal property for the construction and equipping of institutions; employ the institutional chief administrative officer and other personnel; exercise the right of eminent domain in the geographical area served; apply for, receive, and expend monies from state, local, and federal agencies; maintain accounts of receipts and expenditures in accordance with uniform system procedures; prepare and submit budgets to county governing bodies and to the TEC State Board; and award certificates, diplomas, and associate degrees.

Act 654 also designated all TEC institutional employees as state employees, subject to the regulations and policies of the TEC Board, the Budget and Control Board, and the state personnel system.

Having piloted TEC through a critical and often stormy period, Stan Smith resigned in 1973 to return to private business. In September 1973, Charles E. Palmer, Associate Executive Director, was appointed TEC's sixth Executive Director.

In 1973 and 1974, two mergers occurred which completed the present Technical College Center structure. In Charleston, Berkeley-Charleston-Dorchester TEC and Palmer College merged on July 1, 1973, to form two-campus Trident Technical College. And in the Columbia area, Midlands TEC, Palmer College, and Columbia TEC (formerly the West Columbia Trade School) merged on July 1, 1974, to become Midlands Technical College, with three campuses.* Midlands TEC again has three campuses with the opening of the Harbison Campus in 1980.

In December 1979, Denmark Technical Education Center was accredited and changed its name to Denmark Technical College. This completed the System of 16 technical colleges.

Charles Palmer resigned as Executive Director in June 1976, to accept a position out of the state, and Associate Executive Director, G. William Dudley, Jr., was named Interim Executive Director. Dudley was appointed TEC's seventh Executive Director in December 1976.

What does the TEC System mean? To a student completing high school and unable or unwilling to pursue a four-year college degree, or to an adult who left school and took a low-paying, unskilled job years before, it could mean training programs such as Accounting or Computer Programming or Electronics Engineering Technology or Welding or Criminal Justice. More importantly, it means that there are employers in the local area who need people with the skills technical programs impart and who are willing to pay good wages for these people.

* One of these, Palmer Campus, was subsequently closed.

To the business leader or industrialist seeking a location for a new operation, it means that a service is available in South Carolina that will have employees trained in the specific skills required by the plant and that there is a technical training system hard at work preparing competent, skilled employees eager and willing to work.

To state and local leaders, it means an idea that has worked and has been a major factor in leading a poor and undeveloped state from the shadows of an antebellum past, from an economy based almost completely on agriculture and textiles, from a situation so beset by apparently unsolvable problems that all action seemed doomed to failure — to a state in the forefront of the New South and the Sunbelt, to an economy well-diversified and vigorous, to a technical education system, praised and copied by other states and nations, to an atomosphere of hope and optimism.

And to thousands and thousands of South Carolinians, who work hard and pay their taxes and have aspirations for their children beyond even the dreams of their parents for them, it means something of value, something to hope for and yet attainable, tangible. It means that the two years invested in TEC training will result in greater income for each graduate, that the state funds supporting each student's technical education will be completely repaid as state taxes within 29 months of graduation, that, in a world growing more complex and bewildering each day, South Carolina is well-equipped to train technicians with the knowledge and skills to understand it and make it work.

PUBLICATIONS

The following are publications produced by the State Board for Technical and Comprehensive Education:

Impact — a quarterly publication with 12,000 circulation designed to enhance and promote the TEC system.

TEC Knowledge — an internal newsletter for employees in the TEC system distributed on a bi-monthly basis.

Design for the Eighties — a brochure explaining the innovative resource centers for high technology training in the TEC system.

Planning for Profit, Progress, Productivity — a brochure explaining the Special Schools program of the TEC system.

TEC and Business Working Together — a brochure explaining the training TEC offers in entrepreneurial development.

Educational Opportunities — a brochure explaining the program offerings at each of the 16 technical colleges.

Agricultural Technology at TEC — a brochure explaining the programs in agricultural technology at the technical colleges.

These publications are available by contacting the Public Information Office.

DESCRIPTION OF PROGRAMS — PROGRAM CHART

I. Administration

The State Board for Technical and Comprehensive Education is required by statute to carry out specific responsibilities relating to the efficient management of a postsecondary occupational training program in South Carolina. These specific responsibilities include long-range planning as well as policy insuring educational and fiscal accountability for the TEC colleges. Additional support functions include the coordination of personnel administration, grants development, public information and interagency affairs. The efforts of the State Board staff are focused towards carrying out legislative mandates, policies of the state and TEC Board, and providing service to the TEC institutions. Program services to be provided consist of day-to-day maintenance of management systems, on-call demand services, peer group meetings, and periodic workshop and seminar activities.

II. Instructional Programs

A. *TEC Colleges*

This function contains the organized institutional programs of the agency. It includes sixteen (16) postsecondary educational colleges located throughout the state. The colleges represent a cooperative effort of state and local government working together to provide training for local citizens. The colleges offer special certificates, one- and two-year diplomas, and associate degree occupational education programs in a broad range of categories.

Also, continuing education is closely oriented to the community job market. The colleges operate within the policies, guidelines and procedures of the State TEC Board and are administered locally by area commissions.

B. *Fire Academy*

The South Carolina Fire Academy offers off-campus as well as on-campus training programs to firefighters (paid, volunteer and indus-

trial) around the state. The Fire Academy operates under the State Board for Technical and Comprehensive Education.

The Academy is composed of five divisions: Firefighter Development, Fire Officer Development, Fire Instructor Development, Fire Investigator/Inspector/Public Fire Education, and Industrial Fire Training.

Courses offered on-campus within the Firefighter Development Division include Firefighting Essentials I and II, respiratory protection practices, standard pumper test, pumper operations and standpipe operations. All of these courses (except Essentials I and II) are offered in the field as well as the basic firefighting fundamentals course.

C. *Restricted Federal Programs*

The State Board for Technical and Comprehensive Education is the contracting agency for classroom training under the Job Training Partnership Act. This training is provided in a variety of occupational disciplines — welding, production machine operation, LPN, bookkeeping, maintenance mechanic, carpentry, retail sales, electricity, sheet metal, auto body repair, auto mechanic, machine tool operator, etc., as well as developmental education for those who require academic upgrading before they can enter one of the regular courses. This instructional subprogram addresses the training needs of a particular socio-economic group that requires job-entry skills. Also under this category are specific federal grants and matching funds which provide training for dislocated workers.

III. Industrial Services

This division is responsible for the design, implementation and supervision of training programs for the initial labor force for new and expanding industry. Further, the Industrial Services division provides industrial relations support to established industry through identification of training needs of the technical colleges.

PERTINENT FACTS ABOUT TECHNICAL EDUCATION

History: TEC was begun in 1961 to stimulate economic growth in South Carolina through the provision of occupational training for the people. Demands from employers and students led to the development of agriculture, business, engineering, health related, industrial/occupational and public service careers curricula that are offered through the 16

statewide TEC colleges. TEC exists to meet the needs of South Carolina and her people.

Awards: Associate degrees, diplomas and certificates are presented to students successfully completing a prescribed program of study.

Faculty: Instructors at TEC come from a variety of educational and industrial backgrounds. Many teach on a full-time basis, while others instruct part-time. They are encouraged to continue their education by pursuing various new courses, in-service training and by returning to industry to stay abreast of current trends. A competent faculty and up-to-date curricula are prerequisites of an effective technical education program.

Areas of Study: Agricultural technologies, business technologies, engineering technologies, health-related technologies, industrial/occupational technologies, public service technologies, and continuing education.

DESIGN FOR THE EIGHTIES UPDATE

In 1978, several years before most of the nation was ready for the Information Age, a program of high-technology training was established in South Carolina's technical education system (TEC). The state's 16 two-year technical colleges combined resources to earn private and public sector support for "Design for the Eighties," which was intended as a method of providing trained technicians for businesses and industries in the state utilizing new and emerging technologies.

Six resource centers focusing on specific technologies were established at existing technical colleges. They are permanent facilities that offer industrial seminars, conduct faculty training, and serve as information banks. An additional element of Design for the Eighties is three mobile training units that provide advanced training in machine tool technology statewide.

Design for the Eighties is a flexible, emerging force in touch with the changing workplace. Today, less than half-way through the decade, leaders of the project have come to realize that new components need to be added. Five years ago, it was impossible for TEC to foresee the magnitude of the technological changes that would take place in South Carolina in the 1980s and consequently the types of technician demands the technical colleges would be facing.

Therefore, TEC has recently launched Phase II of Design for the Eighties, which will focus on six critical new areas of technician training, while maintaining the projects begun under Phase I.

The S. C. State Board for Technical and Comprehensive Education has designated two of these as resource centers. The new Electromechanical

Maintenance Resource Center and the new Tourism Resource Center will join the six existing resource centers that comprise Phase I: Advanced Office Occupations at Midlands Technical College, Advanced Machine Tool Technology at Greenville Technical College, Computer Applications at York Technical College, Microelectronics at Tri-County Technical College, Robotics at Piedmont Technical College, and the Water Quality Institute at Sumter Area Technical College.

The State Board also approved a new component of Design for the Eighties — alliances, which are research and development projects conducted by more than one technical college working in consortium and funded for a period of one year, with the possibility that they may be expanded into resource centers at some time in the future. The subjects that will be examined by the alliances are telecommunications technology, agribusiness, programmable logic controllers, and interactive video instruction.

Tourism Resource Center — Horry-Georgetown Technical College

Tourism, although not necessarily high-tech, is a vital industry in South Carolina. Over 69,000 people work in tourism, travel and related businesses in the state, and advanced technology is vital to continued expansion and development of the industry.

Practitioners must possess a variety of skills, in public relations, accounting, purchasing, food preparation, law, management and other areas, and it is no longer possible for an individual to gain all the knowledge and skill he or she needs through hands-on experience alone.

The Hodges Tourism Resource Center, located in the Myrtle Beach resort area, will be the core of an efficient network for all of South Carolina's technical colleges to share expensive equipment, faculty specialists, information banks and general expertise.

According to Kent Sharples, president of Horry-Georgetown Technical College, "Many facets of the tourism industry require continuing and constant innovation in order to assure vitality in the technological services required for cultural events, entertainment events, recreation, food and beverage service, lodging services and travel services." The resource center, drawing on the expertise of faculty at the college as well as practitioners in the Grand Strand area, will provide the innovative training needed to guarantee the continued growth of the industry.

Plans call for the center to contain food and lodging, recreation and leisure, telecommunications, and property management training facilities and equipment.

Electromechanical Maintenance Resource Center — Orangeburg-Calhoun Technical College

During the past ten years, American industry has seen a shift toward automation of manufacturing. Automated manufacturing, assembly and testing lines are extremely complex in structure and operation, requiring the use of programmable controllers and host computers to orchestrate flexible manufacturing activity. The electromechanical portion of the automated plant comprises the major share of expense, both in capital and in long-term maintenance.

The critical area of maintaining and improving plant reliability requires an automated systems approach that builds on high-technology applications to produce a new industrial discipline known as "automation diagnostics." Computers, microprocessors and hand-held instrumentation are part of sophisticated surveillance programs that include measurement and mass storage of machinery-health data for trending and analysis.

Many industries in South Carolina rely heavily upon individuals trained in electromechanical maintenance technology. Technicians also need retraining throughout their careers in order to remain viable members of the work force.

The resource center will provide the TEC system and South Carolina industry with a source of information, demonstration and training that is urgently needed. It will serve as a focal point for automation diagnostics in the state, will evaluate the applicability and value of new technological developments as they occur, and will assist industry by offering a variety of diagnostic programs.

Orangeburg-Calhoun Technical College has enlisted the support of a number of local industries that are willing to donate training assistance, equipment and personnel for the resource center.

Alliance on the Role and Definition of Telecommunications Technology — Midlands (lead college), Aiken, Florence-Darlington, Orangeburg-Calhoun, and Sumter Area Technical Colleges

Until recently, training of telecommunications specialists took place primarily on-the-job. However, the AT&T divestiture and accelerating development of new technology have created the need for academic programs in telecommunications technology.

The alliance will work toward assuring that telecommunications training is available to meet the needs of South Carolina business and industry by developing a consensus on 1) a definition of levels and areas of telecommunications technician training, 2) identification of the role of telecommunications in business and industry's manpower needs, and 3) a

recommendation of a state model whereby telecommunications programs can be offered in South Carolina's technical colleges.

The alliance plans three major activities. First, a task force with representatives from each participating college in the areas of electronics, data processing, business and continuing education will explore the topic in general and plan a statewide conference. Colleges, universities, technical colleges, and business and industry will be invited to send representatives to this conference, which will elicit information on employment needs, training equipment, training materials, and curriculum levels and components. Finally, the alliance will develop a model for telecommunications training that includes specific courses and programs.

Agribusiness Technology Alliance — Florence-Darlington (lead college), Tri-County, Horry-Georgetown, Orangeburg-Calhoun, Spartanburg, Sumter Area and Trident Technical Colleges

Agriculture today in South Carolina is in an economically threatened position. Total net farm income has decreased in recent years, and fewer students are entering agricultural programs. One course of action that can be taken to improve the future of agriculture in the state is through agribusiness — better management and improved marketing.

The alliance plans to incorporate greater emphasis on agribusiness into the agriculture curricula at the seven technical colleges through a three-part program.

The first project calls for the development of an agribusiness certificate program, which will be offered through the continuing education divisions at the colleges to practicing farmers and other individuals working in the field of agriculture. The curriculum will focus on upgrading of management skills. Some of the materials that will be developed may also be incorporated into the curricula of the degree programs at the colleges.

The second project involves research into the use of computers in agribusiness technology. The alliance will survey the range of hardware and software available, and compile a list of recommended products that may be purchased at some time in the future for use in agriculture-related training programs.

Thirdly, the alliance will provide in-service training for department heads at the technical colleges, to keep them up-to-date on the latest technology being utilized in South Carolina agriculture. Plans call for extended tours of the state's farms and other sites.

The result of this alliance will be improved instruction in the agriculture-related programs at the technical colleges, with increased emphasis on agribusiness principles.

Alliance on Programmable Logic Controllers — Spartanburg (lead college) and Tri-County Technical Colleges

As industry moves toward increased automation, the programmable logic controller becomes the key to a wide range of manufacturing processes. PLCs are microprocessors used to control operations and have been applied in literally thousands of functions in industrial plants.

The alliance will conduct a statewide survey of industry, technical colleges and vocational high schools to determine the need for specialized training on the installation, operation and maintenance of PLCs.

The survey will seek to identify the number of PLCs currently in place, and the number of manhours and dollars devoted to PLC training during the last two years. It will attempt to determine whether the vocational schools, technical colleges and industry would utilize special PLC training made available at a reasonable cost.

The alliance will analyze the data and conduct a cost analysis to project potential savings to industry. Then a plan will be developed for the TEC system to provide training based on the findings. A written report will be shared with the State Board, the Department of Vocational Education, and respondents to the survey.

Alliance on Interactive Video Instruction — Tri-County (lead college) and Spartanburg Technical Colleges

Past experience has shown that traditional teaching methods in electronics and electricity are too time-consuming and costly for many industrial training needs and federally sponsored job training programs, such as JTPA. The use of video/computer systems may be more suitable for "fast track" training.

The purpose of the alliance is to determine the suitability of a video/computer-based electronics training system for use in South Carolina's technical colleges. The study will examine four questions: 1) Is the training method suitable? 2) Is it student-proof? 3) Is the content relevant to industry needs? 4) Is the content practical?

The study will utilize a videodisc-based system from the National Education Corporation currently in use at Spartanburg Technical College. Tri-County Technical College will purchase the instructional material needed to use a videotape/Apple computer-based system developed by San Mateo College in California.

A total of 25 students will be involved in the study. During the trial use of the system, the instructor and students will be asked to complete a detailed questionnaire, and the results will be compiled and analyzed. As a follow-up activity, assistance will be provided to other colleges wishing

to adopt video/computer-based instruction, and a seminar for instructors will be offered upon request.

As has been the case with the six existing resource centers, the educational programs and information developed by the new resource centers and alliances will be shared with all 16 colleges in the TEC system, so that industries and students throughout South Carolina can benefit from the most current job training programs.

THE DIVISION OF INDUSTRIAL AND ECONOMIC DEVELOPMENT

The division provides startup training assistance programs statewide to help prepare citizens for new production jobs being created by new and expanding manufacturing plants. Those programs are called Special Schools. During the period July 1984 through June 1985, 6,331 trainees completed Special Schools programs for 98 different plants.

Fiscal year 84-85 was a record breaker for TEC's Special Schools both as to the number of programs "on the books" and the number of trainees completed. We averaged over the 12 months, 99 programs on our monthly status report, six above the previous high. At the end of June, we had 110 programs, a new record for any month in TEC's history. The 6,331 total trainee completion is an all-time high, exceeding 6,000 for the first time.

When an industrial firm makes a decision to locate a plant in the state or to expand an existing plant, a Special Schools manager from the division is assigned to manage the training program. Working in close coordination with the company, the Special Schools manager designs, develops and conducts recruitment, selection and training programs for trainees.

The division works closely with the State Development Board and others in the "Industrial Development Ally Group" within the state to help attract and promote new jobs by making presentations on services available from the TEC system to prospective employers.

Also, the division maintains an ongoing communication linkage with industries statewide through periodic calls by our industrial consultants. In addition to identifying needs for TEC system training services, other pertinent information is provided to industries from other state sources. Collected data that is of importance in promoting economic development is forwarded to the State Development Board.

The Industrial and Economic Development Division embodies the overall purpose and mission of TEC and its efforts to help provide more and better job opportunities for the people of South Carolina.

The following is a list of Special Schools conducted by TEC during fiscal year 1984-85:

Special Schools
July 1984 through June 1985

Company	*City*	*County*	*Number Trained*
Agripen	Kingstree	Williamsburg	29
Airco Carbon	Ridgeville	Dorchester	21
Alco Manufacturing	Anderson	Anderson	10
American Hoechst Corp.	Greer	Greenville	78
Anchor Swan Corp.	Easley	Pickens	71
Arrow Automotive Ind.	Spartanburg	Spartanburg	48
Atlantic Aviation	Greenville	Greenville	14
AutoPlas	Newberry	Newberry	23
Avco	Greer	Greenville	26
AVX	Myrtle Beach	Horry	67
Baker Material Handling	Summerville	Dorchester	57
Beaver-Walterboro	Walterboro	Colleton	8
Belton Corp.	Belton	Anderson	13
Bendix (Amphenol)	Columbia	Richland	74
Bigelow-Sanford	Calhoun Falls	Abbeville	40
Blackhawk Molding Co.	Rock Hill	York	24
Bosch Corp.	Anderson	Anderson	12
Bosch Corp.	Summerville	Dorchester	238
Brainard Strapping	Rock Hill	York	13
Bruns Sportswear & Print	Mauldin	Greenville	3
Campbell Soup Co.	Sumter	Sumter	91
Carolina Metals	Barnwell	Barnwell	11
Chesterfield Webbing	Chesterfield	Chesterfield	17
Cincinnati Milacron	Fountain Inn	Greenville	13
Colonial Rubber	Kingstree	Williamsburg	108
Commander Electronics	Greenwood	Greenwood	20
Cooper Air Tools	Lexington	Lexington	30
Craftex	Latta	Dillon	32
David's of Dillon	Dillon	Dillon	68
Dayco Corp.	Williston	Barnwell	11
Digital Equipment Corp.	Greenville	Greenville	60
DuPont (SRP)	Aiken	Aiken	859
EC Industries	Piedmont	Greenville	30
Edgefield Cotton Yarns	Edgefield	Edgefield	32
Elastomeric Products Inc.	Rock Hill	York	71
Fluid Controls	Easley	Pickens	43
FMC	Aiken	Aiken	89
Food Lion	Elloree	Orangeburg	82
General Electric (Med. Sys. Div.)	Florence	Florence	79
Georganne Apparel	Lake City	Florence	46
Gorham Bronze	Aiken	Aiken	33
Harvey Hubbell Inc.	Aiken	Aiken	64
Hess Associates Inc.	Duncan	Spartanburg	10
Hughes Aircraft — SC (PE)	Orangeburg	Orangeburg	68
Hughes Aircraft — SC (OJT)	Orangeburg	Orangeburg	28
International Paper Co.	Georgetown	Georgetown	67
Johnson Controls	West Union	Oconee	24
JOMAC	Manning	Clarendon	22
JPM of SC	Winnsboro	Fairfield	98
Kayser-Roth Hosiery	Prosperity	Newberry	797
L'eggs Products	Florence	Florence	36

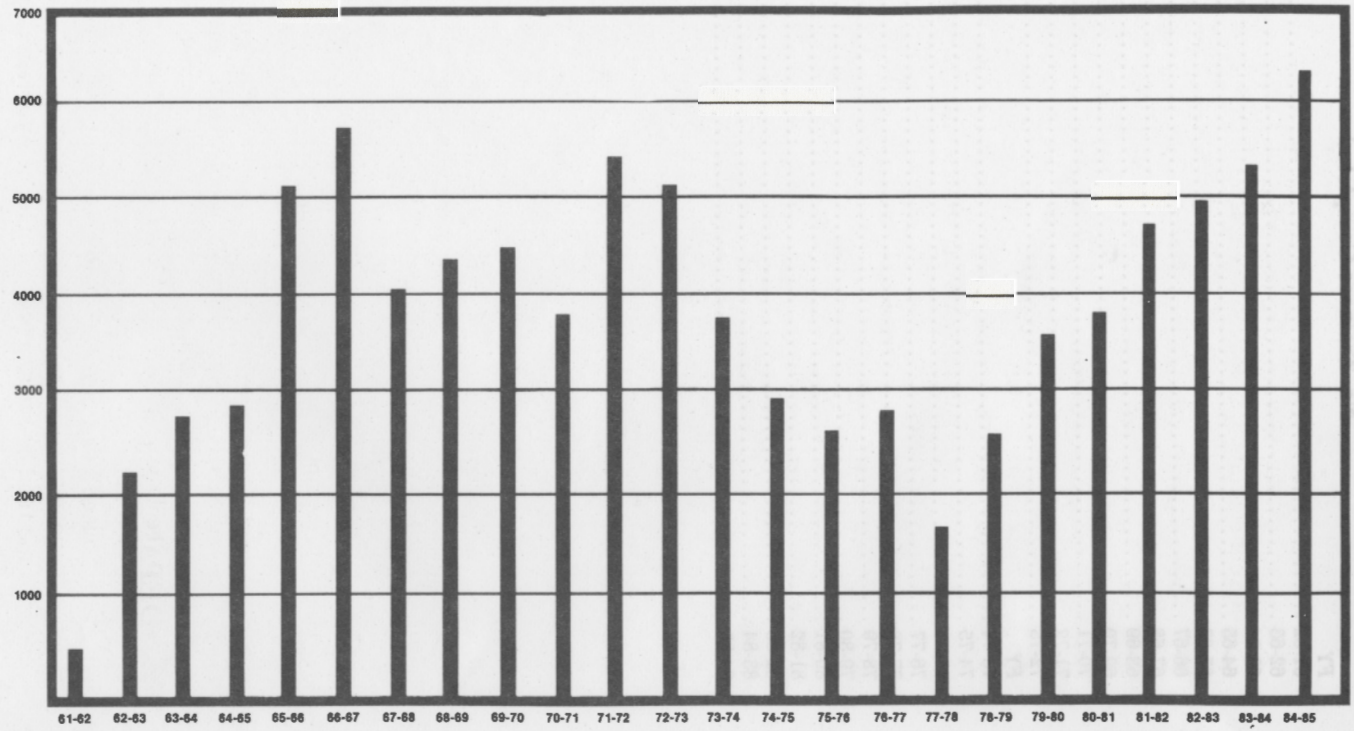
Company	*City*	*County*	*Number Trained*
Lockheed Aeromod Center	Greenville	Greenville	53
Lockheed Georgia	Charleston	Charleston	115
Marathon Boats	Kershaw	Lancaster	15
Marion Yarns	Clover	York	7
MCM Electric Mfg. Div.	Great Falls	Chester	54
MCM Electronic Test Center	Great Falls	Chester	49
Monsanto	Moore	Spartanburg	115
Morris Bean	Clinton	Laurens	9
National Twist Drill & Tool	Lexington	Lexington	11
NCR	Liberty	Pickens	41
NIBCO	Denmark	Bamberg	53
PAI Inc.	Spartanburg	Spartanburg	26
Petit Bateau	Beaufort	Beaufort	34
Phoenix Medical Tech.	Andrews	Williamsburg	80
Precision Tool & Machine	Beaufort	Beaufort	33
Pro-text of Dillon	Dillon	Dillon	39
Rieter	Aiken	Aiken	13
Rockwell International	York	York	42
AO Smith Corp.	McBee	Chesterfield	37
Southeastern-Kusan	Inman	Spartanburg	8
Springs Ind. (Grace Finishing)	Lancaster	Lancaster	19
Springs Mills (Eureka)	Chester	Chester	202
Starflo Corp.	Manning	Clarendon	25
Steel Heddle	Westminster	Oconee	5
Stone Manufacturing	Salem	Oconee	33
Stone Manufacturing	Walhalla	Oconee	57
Stouffer Foods	Gaffney	Cherokee	674
Tailored Baby	Woodruff	Spartanburg	13
TASCO	Calhoun Falls	Abbeville	33
Trailer Train	North Augusta	Aiken	35
Tuffaloy Products Co.	Greenville	Greenville	29
Tuff Stuff Furniture	Loris	Horry	14
Union/Butterfield	Gaffney	Cherokee	72
Union Camp	Eastover	Richland	6
Union Camp (Bag Division)	Spartanburg	Spartanburg	26
United Technologies	Columbia	Richland	47
United Tool & Die	West Columbia	Lexington	9
US Aluminum	Rock Hill	York	18
Utica Tool	Orangeburg	Orangeburg	60
Vanguard Plastics	Beaufort	Beaufort	9
Vermont American	Fountain Inn	Greenville	83
Wagener Manufacturing	Wagener	Aiken	11
Wapakoneta	Duncan	Spartanburg	12
Westinghouse Electric	Columbia	Richland	50
Whitlock Wool Combing Co.	Allendale	Allendale	6
Wilson Sporting Goods	Fountain Inn	Greenville	25
Zeus Industrial Products	Orangeburg	Orangeburg	16

Total number of students trained during this period	6,331
Total number of plants served during this period	98
Total number of students trained from September 1961-June 1985	92,400
Total number of plants served from September 1961-June 1985	767

FY	No. Trainees Completed
61-62	475
62-63	2,190
63-64	2,785
64-65	2,824
65-66	5,044
66-67	5,704
67-68	4,081
68-69	4,419
69-70	4,534
70-71	3,804
71-72	5,403
72-73	5,054
FY	
73-74	3,759
74-75	2,902
75-76	2,622
76-77	2,828
77-78	1,725
78-79	2,591
79-80	3,545
80-81	3,791
81-82	4,708
82-83	4,967
83-84	5,331
84-85	6,331

DIVISION OF INDUSTRIAL AND ECONOMIC DEVELOPMENT
STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION

Special School Trainees
1961-62 thru 1983-84



SPECIAL SCHOOLS STATUS REPORTS SUMMARY

Month	*Operating*	*Projected*	*Total*	*Av. for FY*	*Trainees Completed*
FY 78/79				48	2,591
FY 79/80				65	3,545
FY 80/81				73	3,791
FY 81-82				85	4,708
Jul 82	55	21	76		
Aug 82	54	20	74		
Sep 82	50	23	73		
Oct 82	48	20	68		
Nov 82	46	24	70		
Dec 82	49	28	77		
Jan 83	55	21	76		
Feb 83	53	29	82		
Mar 83	52	26	78		
Apr 83	53	28	81		
May 83	56	24	80		
Jun 83	58	25	83	76	4,967
Jul 83	60	25	85		
Aug 83	63	23	86		
Sep 83	56	26	82		
Oct 83	65	22	87		
Nov 83	64	23	87		
Dec 83	65	26	91		
Jan 84	66	36	102		
Feb 84	67	29	96		
Mar 84	73	26	99		
Apr 84	72	26	98		
May 84	68	30	98		
Jun 84	71	30	101	93	5,331
Jul 84	71	32	103		
Aug 84	71	29	100		
Sep 84	72	30	102		
Oct 84	77	25	102		
Nov 84	75	22	97		
Dec 84	77	21	98		
Jan 85	73	19	92		
Feb 85	69	26	95		
Mar 85	69	27	96		
Apr 85	66	26	92		
May 85	69	37	106		
June 85	69	41	110	99	6,331

DEPARTMENT OF EMPLOYMENT TRAINING

During Fiscal Year1983-84, the Department of Employment Training continued to be the primary contractor for training funded by the Job Training Partnership Act (JTPA) through the Office of the Governor, Division of Employment and Training. Training under this act is con-

tracted for by the State Board for Technical and Comprehensive Education. The department arranges with the local colleges to operate the training programs and then reimburses the college for the cost. Activities conducted under JTPA are divided into two categories. Title II-A is designed to serve adults and yourth who are disadvantaged and unemployed. Title III is designed to serve dislocated workers — workers who have had their jobs terminated due to a plant or facility closing or to a reduction in force by their employer.

During FY '84 (July 1, 1984-June 30, 1985) the State Board for Technical and Comprehensive Education, through the Department of Employment Training, received funds totaling seven million dollars. The goal of JTPA is to provide people with entry level skills so that they may enter the job market as quickly as possible. Activities under Title II-A were primarily developmental education to prepare persons for classes and skill training classes. However, there were several special purpose activities, such as a program for youth still in school, a Woman's Career Development Program, and a Re-entry Program for educational drop-outs. During the year, the Technical Colleges served 3,122 in these activities.

Activities under Title III (Dislocated Workers Program) were more comprehensive in nature and included assisting persons who have lost their jobs to cope with this crisis in their lives, assessing their abilities and aptitudes, helping them plan for their future employment, assisting them in finding employment, and offering them skill training to prepare them for new jobs. During the year the Technical Colleges served 1,247 people in these activities.

Of those terminated from the program during the year, 70% entered employment. Under Title II-A more than 150 courses were conducted and a Title III Dislocated Worker Program was in operation at all Technical Colleges. Courses conducted under Title II-A varied from a 12 week retail sales class to a two-year associate degree nursing program. The Dislocated Workers Program administered by the Technical College System has received national recognition at national conferences and in national publications.

Altough the activity is not contracted for through the Employment Training Department, it should be noted that the Office of the Governor, Division of Employment and Training, is making JTPA funds available to implement the Technical Education System's nationally recognized developmental education program in the high schools of South Carolina. The funds for this program will amount to approximately $900,000 over a three year period.

The mission of the Technical Education System is to train people for jobs. The Department of Employment Training, through the administra-

tion of activities funded by the Jobs Training Partnership Act, has enabled the local Technical Colleges to train a special segment of the population so that they may move into unsubsidized employment.

SOUTH CAROLINA FIRE ACADEMY ACTIVITY REPORT 1984-85

	Courses		*Students*		*Student*
	Requested	*Completed*	*Enrolled*	*Completed*	*Contact Hours*
Fire Fighter division ...	277	222	5,218	4,483	143,789
Industrial Division	63	58	1,236	1,235	10,454
TOTAL	340	280	6,454	5,718	154,243

TECHNICAL COLLEGE CAMPUSES

1. Dr. Paul L. Blowers, *President*
   Aiken Technical College
   Post Office Drawer 696
   Aiken, South Carolina 29801
   Phone: 593-9231

2. George W. Goldsmith Jr., *President*
   Beaufort Technical College
   100 South Ribaut Road
   Beaufort, South Carolina 29902
   Phone: 524-3380

3. Dr. Ronald W. Hampton, *President*
   Chesterfield-Marlboro Technical College
   Post Office Drawer 1007
   Cheraw, South Carolina 29520
   Phone: 537-5286

4. Denmark Technical College
   P. O. Box 327
   Denmark, South Carolina 29042
   Phone: 793-3301

5. Fred C. Fore, *President*
   Florence-Darlington Technical College
   Post Office Drawer 8000
   Florence, South Carolina 29501
   Phone: 662-8151

6. Dr. Thomas E. Barton Jr., *President*
   Greenville Technical College
   Post Office Box 5616, Station B
   Greenville, South Carolina 29606
   Phone: 242-3170

7. Dr. D. Kent Sharples, *President*
   Horry-Georgetown Technical College
   Post Office Box 1966, Highway 501
   Conway, South Carolina 29526
   Phone: 347-3186

8. Dr. James R. Morris Jr., *President*
   Midlands Technical College
   Post Office Box 2408
   Columbia, South Carolina 29202
   Airport Campus:
   West Coumbia, South Carolina 29169
   Beltline Campus:
   316 Beltline Boulevard
   Columbia, South Carolina 29205
   Harbison Campus:
   Irmo, South Carolina 29063
   Phone: 791-8826

9. M. Rudy Groomes, *President*
   Orangeburg-Calhoun Technical College
   3250 St. Matthews Road, N.E.
   Orangeburg, South Carolina 29115
   Phone: 536-0311

10. Dr. Lex D. Walters, *President*
    Piedmont Technical College
    Post Office Drawer 1467
    Greenwood, South Carolina 29646
    Phone: 223-8357

11. Dr. Jack A. Powers, *President*
    Spartanburg Technical College
    Post Office Drawer 4386
    Spartanburg, South Carolina 29305
    Phone: 576-5770

12. Dr. James L. Hudgins, *President*
    Sumter Area Technical College
    506 North Guignard Drive
    Sumter, South Carolina 29150
    Phone: 778-1961

13. Dr. Don C. Garrison, *President*
    Tri-County Technical College
    Post Office Box 587
    Pendleton, South Carolina 29670
    Phone: 646-8361

14. Dr. Charles W. Branch, *President*
    Trident Technical College
    Post Office Box 10367
    Charleston, South Carolina 29411
    North Campus:
    7000 Rivers Avenue
    North Charleston, South Carolina 29406
    Palmer Campus:
    125 Bull Street
    Charleston, South Carolina 29401
    Phone: 572-6111

15. Dr. John T. Wynn, *President*
    Williamsburg Technical College
    601 Lane Road
    Kingstree, South Carolina 29556
    Phone: 354-7423

16. Dr. Baxter M. Hood, *President*
    York Technical College
    U.S. Highway By-pass 21-A
    Rock Hill, South Carolina 29730
    Phone: 324-3130

SUMMARY OF MAJOR ACCOMPLISHMENTS BY COLLEGES

AIKEN TECHNICAL COLLEGE

Aiken Technical College pursued and accomplished its goal to install a DEC VAX 11/780 computer system to implement an associate degree Computer Data Processing curriculum. In addition, the college purchased 21 terminals and converted nine PDP 11/34 terminals to accommodate the students who select this curriculum.

As a result of the monetary needs for this new computer program, the Aiken County Commission for Technical Education approved a student fee increase.

In other program developments, new business and industrial certificate programs were implemented to meet the needs of local citizens. The business programs included Medical Office Supervisor/Secretary, Clerk Typist and Word Processing. The new industrial certificate programs implemented were MIG Welding, Non-destructive Testing, NIASE Automotive Certification and Machine Operator Upgrading.

The Industrial Drafting curriculum was moved into the Engineering Technologies Division. Two IBM pc's were purchased to expand capabilities in computer aided drafting instruction. This allows a broader base of instruction so currently employed draftsmen in the area may upgrade their skills.

In other reorganizations, the General Education and Advancement Studies Divisions were combined to allow for enhanced coordination of the English and math credit and developmental courses.

The general education components of all associate degree programs were upgraded during the fiscal year for the 1985-1986 academc year. This offers students an opportunity to become better prepared for their chosen occupations or an opportunity to pursue additional educational opportunities at four year colleges and universities.

A practical nursing program was transferred from the Aiken County Area Vocational School to Aiken Technical College after the Aiken County Public Schools and ATC agreed that this would be best for the program. Approval was granted to implement the program in the 1985-1986 academic year at ATC. This is a first move for the college to begin reaching its goal to begin offering programs in the Allied Health field.

ATC's enrollment during the fiscal year dropped 7.73 percent from FY83. This decline was less than the system's decline of 8.23 percent.

In an effort to respond to the growing needs of students, a Counseling Center was established to work in conjunction with Student Services in recruitment, placement and retention.

Office name changes and title changes were among the new decisions at the college to bring the college to a level of collegiate recognition in the local community.

The Continuing Education Division's name was changed to the Office of Business, Industry and Community Education. It expanded its training efforts within business and industry by developing an apprenticeship program for Owens Corning Fiberglas.

The Business, Industry and Community Education Division worked closely with DuPont at the Savannah River Plant and initiated a major curriculum development and instructional delivery contract that has resulted in the college's establishing an extension center onsite at SRP.

Contract training with business and industry exceeded $290,000 during the fiscal year. A computer mobile laboratory began operations and offered delivery, software and computer literacy instruction at various sites throughout the ATC service area. This mobile unit has become a popular item for businesses and industries that need to conveniently upgrade or retrain their employees.

Community education continued offering self supporting avocational courses for local demand. These offerings included courses such as flower arranging, taxidermy and computer literacy for children. The computer literacy course strengthened in popularity and expanded to several successful computer camps.

The Job Training Division conducted programs funded under the Job Training Partnership Act in Metal Fabrication, Clerical Cluster, Multi-Occupations Cluster, Maintenance Mechanics and Machine Tool. Additionally the college, through JTPA, funded a Dislocated Worker Program that allowed ATC to better serve the unemployed in the service area.

New advisory committees were developed for the preliminary and ongoing program planning for the Child Development Assistant certificate, Practical Nursing diploma and the Computer Data Processing associate degree. An Equine advisory committee was established to explore the feasibility of offering a program in the ATC service area.

The college assisted Special Schools in conducting training for six expanding industries and one new industry in the ATC service area. Those expanding industries were FMC, Rieter, Hamburg, DuPont, Gorham Bronze and Harvey Hubbell. The new industry was Halocarbon.

The fiscal year ended with more planning for the future directions of ATC to include new and revised technical education career programs to enhance the college's offerings to the local community. The college is keenly aware of the rising needs in education and training for the individual development of local citizens' personal and career goals. More programs and services will be the basis of ATC's expanded philosophy for responding to education and training needs in this community.

BEAUFORT TECHNICAL COLLEGE

To meet the growing demands of the lowcountry, Beaufort Technical College has worked closely with the community to identify and serve their needs.

In response, Beaufort TEC has reconstituted all curriculum advisory committees. Significant achievements have resulted from the reviewing and updating of all programs at the College as evident in the development of three new certificate programs. They are Microcomputers in Small Business; Word Processing; and Paralegal — Estates, Wills, and Trusts, General Litigation, Legal Office Management, Real Estate and Mortgages.

Continuing the move towards serving the community, the College worked closely with the local public schools. Beaufort TEC offered approved computer courses for maintaining teacher certification. Also, in conjunction with the Beaufort County Board of Education, the College holds substitute teachers' seminars on classroom teaching practices. In March, secretaries from the Beaufort County Public Schools attended a workshop on image, improving writing skills, increasing productivity and a word processing overview.

Further evidence of the College's success in meeting the needs of the community is on the military bases. In April, Beaufort TEC opened a computer lab on base at the Marine Corps Air Station. The lab, located in the Training Building, contains twelve DECmate computers and provides hands-on application for credit courses, short courses, and workshops. At the Marine Recruit Depot at Parris Island the College has offered several LOTUS seminars. Military and Civil Service personnel are training with Beaufort TEC as its agency for computer training.

In February, Hilton Head Island residents were treated to a two-day trade show sponsored by the Hilton Head Chamber of Commerce and the Beaufort Technical College's Hilton Head Center. Seventy-five businesses participated in Business Expo '85, that saw 1,100 Island residents attend. Beaufort TEC has offered in cooperation with the Small Business Administration (SBA) and local Chambers of Commerce a series of successful seminars on "Starting and Managing Your Own Business."

Beaufort TEC has been awarded a three-year institutional grant under the "Talent Search" Program of the U. S. Department of Education. The College will receive $76,125 in the 1985/86 year and will serve 500 area high school students.

Beaufort TEC is currently funded for both a Special Services Program and an Upward Bound Program. The addition of the Talent Search Program will be the third "TRIO Program" funded by the U. S. Department of Education.

Beaufort TEC continues to grow in its physical plant. Plans have been finalized for the new $1.8 million Student/Learning Resources Center Building.

Other significant accomplishments for the year at Beaufort TEC include the following:

— Re-accredited by the commission on Colleges of the Southern Association of Colleges and Schools
— One of six state agencies to reach their affirmative action goals
— Began Job Training Partnership Act (JTPA) programs in Food Preparation, Landscaping, and Word Processing. Currently there is a 90% job placement rate in the students' area of study.
— Updated the College's marketing plan
— Made significant progress in the development of Beaufort TEC's Foundation.
— 200 women attended a Women in Business Seminar on Hilton Head, sponsored by Beaufort TEC and the Island Chamber of Commerce.

CHESTERFIELD-MARLBORO TECHNICAL COLLEGE

The 1984/85 fiscal year was highlighted by notification from the U. S. Department of Education that Chesterfield-Marlboro Technical College was selected to receive a three-year Title III grant. Funding for the first year of the project, set to begin October 1, 1985, was set at $199,033. The college will use the Title III funds to develop a Management Information System, and to develop new programs in instruction and student services.

The past year was also marked by the development of new courses, implementation of a college-wide planning program, and the upgrading of physical facilities and instructional equipment. New instructional programs were added in word processing, fashion merchandising, and other subjects. High-technology equipment was purchased for the machine tool, welding, and automotive programs.

Continuing education classes and workshops were conducted throughout the year, including supervisory development training, computer programming, and programs for small business, senior citizens, and working women. Specialized contract training for industry continued to be an important part of the instructional program. Outreach facilities were developed in the Pageland and McColl communities, providing greater access to college programs and services.

A total of 176 students completed requirements for graduation and were recognized at the 1985 Commencement Exercises held June 27. In addition, 43 students from 18 four-year colleges attended transfer classes at CMTC last summer.

Physical plant renovations were made during the year for maximum

utilization of campus space. Improvements included a new student TV lounge and upgrading of the Data Processing lab.

DENMARK TECHNICAL COLLEGE

Denmark Technical College improved in many areas during the 1984-85 year. Projects begun last year, including the summer academic camp, the new access road from Highway 78 and the new Kitchen, Cafeteria and Food Science Building, progressed successfully.

The summer academic camp for high school students continued another year, with computer workshops for children and adults offered in addition to the camp.

During the summer of 1985 the access road foundation was fully laid from the campus to Highway 78, with completion of the project expected during the Fall Quarter of 1985-86.

The overall campus received major physical changes related to the access road construction. The old security building was sold and moved off-campus. Access road construction then continued through the former building site and in back of men's dormitory building 700 so that the new access road could completely encircle the campus. Traffic may then be routed completely around the campus, bypassing dormitory parking lots, main campus parking lots and walkways between buildings.

The facelift also included the demolishing of the previously condemned former cafeteria, out of use for several years, and the removal of an unused mobile home from the campus.

Another project begun last year and slated for completion during 1985-86 is the kitchen, cafeteria, and food science building. Work on the building progressed rapidly during 1984-85, with landscaping and decorative brickwork being added during the summer months and inside finishing work begun.

Many campus buildings received attention during the year, with new roofs going on, exteriors and interiors being repainted and air-conditioning units being replaced.

Improvements were also made in communications and safety this year, with Security and Maintenance personnel receiving walkie-talkies and a base unit being installed for centralized control. The central switchboard/receptionists' hours were extended to facilitate communication and safety on campus during evening class hours.

1984-85 also saw the addition of a new department of Institutional Development and Research, with the Public Information Office being reorganized to coordinate with the new office.

The Institutional Development and Research Department re-submitted the college's application to the U. S. Department of Education,

College Housing Program, for a long-term loan for the construction of new modular design dormitories.

Two new associate degree programs were added to the college's offerings — Computer Engineering Technology and Building Construction Technology. Both programs, which are expected to increase enrollment for next year, have been designed to meet current demands both in the computer and building construction fields.

The college has seen many changes during the past year and has plans for an exciting next year.

FLORENCE-DARLINGTON TECHNICAL COLLEGE

Florence-Darlington Technical College began the 1984-85 academic year with a four percent increase in enrollment in the degree and diploma programs. By design, the number of students admitted in the remedial programs caused FDTC's total enrollment to be down by six percent.

The Continuing Education Division began its fiscal year with a six percent increase in enrollment. During the year, it conducted 517 occupational training courses in which 8,564 students were trained. The sixteen community interest courses offered served 249 students.

In response to job market demands, two new programs, paralegal technology and library technical assistant, were started in September, 1984.

As a result of an indepth study of its in-house managerial functions, FDTC revised its organizational structure, effective July 1, 1984, with the intent of increasing its managerial effectiveness and efficiency. Three divisions, Financial Affairs, Development, and Educational Affairs, were formed. A vice president was named to head each division. The Educational Affairs division was further reorganized into six divisions, each headed by a dean. Curricula offerings were divided into three divisions, Business and General Studies, Health Studies, and Technological Studies.

FDTC entered into a lease agreement with the State of South Carolina for the benefit of the South Carolina Educational Television Commission (SCETV) and the Division of Information Resource Management of the State Budget and Control Board. FDTC leased land to the State for the erection of a transmission tower, support structures and cables, a microwave equipment building, and a taping center for the operation of a statewide instructional television fixed service and telecommunications transmission system.

FDTC was selected lead college in an Alliance for Agribusiness, a one-year program funded by the State under phase two of Design for the Eighties. Originated to aid the economically threatened agriculture position, the funds from the Alliance will be used to incorporate agribusiness

into the agriculture curricula in the Technical Education System.

FDTC co-sponsored Health Fair '85, an intensive health promotion program that offers free health education to citizens.

Two Special Schools were conducted through FDTC. Seventy-nine persons were trained for General Electric's Medical Systems Group, and twenty-eight persons were trained for Georgiana Apparel Company.

The Dislocated Workers Program served 139 persons in 1984-85. Designed to assist the unemployed with retaining or upgrading skills, the participants received supplemental education or technical training at no cost.

The Reaffirmative Committee Team of the Southern Association of Colleges and Schools made its on-site visit in April, 1985, to review FDTC's compliance with SACS' accreditation standards. Of the 500 specific items that were evaluated, only 5 recommendations and 18 suggestions were made by the team. Official confirmation of reaccreditation will be announced by SACS in December, 1985.

FDTC's Cooperative Education program is in its fourth year of a five-year federal grant. The program enables a student to get "hands-on" job experience that relates directly to his or her curriculum.

One hundred and fifty students received tutorial assistance through a Special Services for Disadvantaged Students federal grant.

In its third year of a four-year Title III grant, FDTC used funds to (1) develop a central management processing center to improve administrative computerization, to include student registration; (2) provide management training to improve administrative operations; (3) assist in developing the capability of raising non-governmental funds; and (4) develop a student retention plan and a student advising system.

FDTC's Educational Foundation continues to develop strong private sector support. An IBM System 34 that was donated to the Foundation is presently being used in the computer data processing curriculum. The L. M. "June" Coleman Scholarship was endowed by contributors totaling $15,000. Plans are underway for a major gifts campaign to provide support for equipment, faculty/staff development, scholarships, and a college endowment.

A satellite office of the Winthrop College Small Business Development Center located at FDTC in May, 1985. The SBDC serves the small business manager by providing management assistance for existing businesses, as well as persons contemplating new enterprises. Consultants meet with managers to help analyze problems and develop strategies for success.

In May, 1985, FDTC celebrated the opening of its new auto-diesel laboratory. The 34,000-square-foot facility houses the auto-diesel curriculum and provides classroom space for the Continuing Education Divsion.

Commencement exercises held May 31, 1985, was the special event that closed fiscal year 1984-85. Degrees, diplomas, and certificates were awarded to 409 graduates. The Honorable Earle E. Morris, Jr., State Comptroller General, delivered the commencement address.

GREENVILLE TECHNICAL COLLEGE

National recognition of Greenville Technical College and its facilities reached an all-time high when the President of the United States visited the campus in October 1984. President Ronald Reagan described the institution as a "fine example of the partnership that must exist between education and industry . . . people like you are making investments in new technology and precision training . . . working together as never before." After touring the Advanced Machine Tool Resource Center, where he observed students at several work stations and responded to questions, President Reagan addressed a crowd estimated at 18,000. Among those greeting the President on his arrival were Greenville TEC Board Chairman W. Louis Williams, President Thomas Barton, and dignitaries from across the state. Some 200 news media representatives were present, including four major national networks and scores of regional radio, television, and newspaper reporters.

The Articulation Program of The School District of Greenville County and Greenville Technical College was selected by the National Center for Research in Vocational Education, Ohio State University, as a national case study in the articulation of secondary and post-secondary vocational-technical education programs.

Ms. Catherine Warmbrod, field researcher from the National Center, interviewed instructors and policymakers to compile information on the program that will be included in a national research guidebook.

This exemplary articulation program, developed four years ago, was in direct response to the need to remove gaps and overlaps in student learning, to minimize duplication, and to provide well-qualified employees for the increasingly complex demands of business, industry, government, and the professions.

The Adult Education/Developmental Studies Division at Greenville TEC was selected for citation in the *National Directory of Developmental Programs* to be published in Fall 1985. The selection was made by the Center for Developmental Education at Appalachian State University. This division has received numerous awards through the years, and its computer aided instruction methods have been adopted by the Governor's Committee on Remediation for use in several high schools across the state.

Greenville Technical College was the site of the 1985 National Cooperative Education Conference in June. Titled "Expanding Employment

Opportunities through Cooperative Education," the conference was co-hosted by the National Community College Center for Cooperative Education and drew participants from as far away as New York State.

A milestone was reached in October when Greenville Technical College dedicated the new Computer Aided Design/Computer Aided Manufacturing Center. More than 200 community leaders attended the ceremonies and toured the multi-million dollar facility that will provide advanced technology training resources for the Upstate.

The Center enhances the computer-based training that is provided through the State Advanced Machine Tool Resource Center for industry, students, and technical college faculty from across the state.

Mike Clabaugh, then General Manager of the Fountain Inn Plant of Cincinnati Milacron, commended Greenville TEC and the Upstate community on the Center's development and predicted that the cooperation of education, industry and government would be the foundation for improved economic conditions and job preparation such as the area has never seen.

The Southeastern Conference on English in the Two-Year College was hosted by Greenville Technical College in Spring 1985. More than 300 English teachers from several states participated.

Forty-eight upstate businesses and industries had displays and information sessions during Career Fair '85, the largest number of participants in the history of this biennial event. The number of visitors exceeded 1,200, also the largest participation to date.

The Division of Nursing at Greenville Technical College received approval of the Project for Recruitment and Retention of Disadvantaged Students in Nursing. It was approved for three years with first-year funding of $114,802 through the Department of Health and Human Services. The project is to implement a high-impact nursing career awareness program for financially, culturally, and educationally disadvantaged students. It will assist 75 disadvantaged students attain admission into the Associate Degree Nursing Program.

The college also received approval of funding for Project AHEAD (Allied Health Education and Development) under the Health Careers Opportunity Program of the Public Health Service. This $83,000 project includes awareness, summer enhancement programs, tutoring, and other assistance to help disadvantaged individuals complete allied health programs successfully. The Allied Health Division at Greenville TEC has clinical arrangements with over 20 hospitals, including Greenville Memorial Hospital and St. Francis Hospital, both in Greenville. There are also affiliate agreements with area optometrists, pharmacists, and dentists. This program is coordinated with a similar project in the Nursing Division.

General Motors announced the establishment of the second Automotive Service Educational Program (ASEP) at Greenville TEC to begin Fall 1985. Since the first program began a year ago, General Motors has supplied vehicles, tools, and equipment valued at more than $500,000. ASEP students work in GM dealerships simultaneously with their coursework. This is the only GM-ASEP site between Atlanta and Charlotte.

The South Carolina Educational Resource Center for Missing and Exploited Children opened on the Greenville TEC campus in December. This statewide effort is organized with four divisions: education, prevention, missing children, and legislative. Greenville TEC President Thomas Barton said the college will provide educational programs in conjunction with the Child Development Program and the Continuing Education Division. Referral services are provided, and programs include seminars, workshops, and other training sessions and courses for parents, child care professionals, law enforcement personnel, and anyone interested in preventing the problems of missing and exploited children.

Among new programs is an Associate Degree in Emergency Medical Technology, the only one of its kind in South Carolina. The Greenville Hospital System and Greenville Technical College initially identified the need to move such training into the mainstream of higher education. This program is designed to develop students' assessment skills in determining problems of the ill or injured, managing individuals in emergency situations, and transporting patients using emergency vehicles. Graduates will be prepared to seek certification through the Division of Emergency Medical Services, S. C. Department of Health and Environmental Control, and the National Registry for Emergency Medical Technicians.

Several new certificate programs include those in Quality Control Assurance, Process Control/Instrumentation, Computer Aided Design and Drafting, Automotive Service Excellence, Child Development Assistant, and others.

According to reports from the State TEC Board, annual headcount enrollment for Greenville Technical College for FY 1985 reached 38,539, the largest in the college's history. Greatest growth was in Continuing Education Programs that showed a 199.53% increase.

HORRY-GEORGETOWN TECHNICAL COLLEGE

The achievements of Horry-Georgetown Technical College in 1984-85 are remarkable. And yet, historically, they occurred in what will probably be recorded as an interim year. In 1983-84 the Area Commission adopted a Master Plan for the physical growth of the College, highlighting a major emphasis on the construction of a new tourism/education center complex,

and the College's Foundation launched a three year Capital Fund Endowment Campaign. Both of these major efforts are expected to be completed in 1986-87; thus, the achievements during the "in between" years will be overshadowed by the events of the future.

A major step in the development of the college's tourism activities was the designation of the institution as the "Resource Center for Tourism" through the *Design for the Eighties* program of State TEC. This designation will allow the college to focus much of its service related activities and establish a program through the new Tourism/Education Complex that will rival the activities of any other college in the nation.

Academically the college expanded its offerings to the community through the establishment of a new associate degree in culinary arts and two new certificate programs in paralegal services and security. Both the new degree and the security certificate reflect major steps in the expansion of the college's offerings in the area of tourism, while the paralegal program may be one of the institution's most significant success stories — having enrolled almost 50 majors, many with prior higher education backgrounds including bachelor's degrees, before the commencement of classes.

In addition to continuing its Title III grant, the college also received three other significant awards. As a result of the economic downturn in the area, the institution received $33,000 to retrain unemployed workers, and $28,000 to establish a special "food service technicians" program for displaced workers. It also received $10,000 to promote minority entrepreneurship.

The academic department of the college received several unique distinctions. The automotive department was formally designated as a testing center for the "master mechanic" program of the *National Institute for Automotive Service Excellence*. The Learning Success Center of the College was designated a "model program" by the *National Center for Developmental Education*. As a result of this designation, it will be listed in their publication, the *National Directory of Developmental Education*.

Having completed a faculty/student exchange agreement with Seneca College in Toronto, Canada, the College hosted two major exchange visits. In February, 24 students from the travel/tourism program of Seneca spent a week touring the Grand Strand and learning about the tourism industry. In May, 14 golf course technology students from Canada toured the college's facilities and courses in the area. This latter visit was highlighted by a faculty/staff, intercollege golf tournament which was won by the Canadians.

Even though the institution is in an "in between" time, these accomplishments, among the many other achievements of the year, suggest

unique progress and growth. While they may be overshadowed in years to come, many of these events reflect the continued high level of commitment of the faculty and staff of the institution to the serving of the people of Horry and Georgetown counties.

MIDLANDS TECHNICAL COLLEGE

New and expanded curriculum programs, seminars and workshops, innovative community projects, and statewide and national recognition for outstanding achievements were just some of the highlights at Midlands Technical College during academic year 1984-85.

Several new programs implemented in the engineering technology division were: surveying certificate, precision measuring equipment specialist certificate, and engineering graphics technology.

Another development in the engineering technology division last year was a Computer Aided Design and Drafting (CADD) Center on the College's Beltline Campus. The center is now equipped with twelve HP-9816 stand-alone CADD work stations which use COM-CODE software.

The engineering technology division also developed two additional laboratories last year — a digital lab and a biomedical equipment lab.

The College's respiratory therapy department staff last year began computerizing their curriculum and have written or purchased programs for clinical and didactic courses. The department has also programmed hand-held computers that will allow students to do clinical diagnostic calculations.

Graduates of the associate degree nursing program last year upheld the perfect record set by MTC nursing students by all passing the state board examinations. MTC associate degree nursing graduates have maintained a 100 percent pass rate since the two-year program began in 1981.

Medical laboratory technology faculty researched and developed a slide/tape program entitled "Computers in the Medical Laboratory," which explores the multiple applications of computers in clinical laboratories and blood bands.

The radiologic technology program implemented new laboratory procedures, simulations, and a revised curriculum designed to enhance students' clinical performance.

The business/public service division last year installed an AT&T microcomputer laboratory on the College's Beltline campus. This lab now allows additional microcomputer and word processing training for both curriculum and continuing education students on both DOS and UNIX operating systems.

The business division also designed and implemented a communica-

tions network management certificate program which teaches techniques for writing communications software and creates for students a practical understanding of communications hardware needed to set up network links.

Midlands Technical College's criminal justice department fingerprinted more than 2,500 children during Mayfest '85 as a public service and child safety incentive.

Over 70 graduates of Midlands TEC's Dental Hygiene program attended their first college reunion since the program began in 1966. Alumni from nearly every graduating class came from as far away as Florida, Georgia and North Carolina, as well as from various parts of South Carolina to attend the reunion.

One and two-day seminars and workshops have been a new area of growth and development in continuing education. During 1984-85, the continuing education division held 27 seminars for a total of 566 participants. The division cosponsored eight additional seminars with the College's Women's Center that attracted a total of 90 participants. Several other departments within the College cosponsored 15 special programs with the continuing education division for a total of 662 participants.

The primary focus of these seminars and workshops was job skills training and professional development for managers, supervisors, and support personnel in business and industry.

One exemplary program was a series of four workshops in honor of National Secretaries Week. "Today's Total Secretary" covered grammar skills, career development, telephone etiquette, and image building. Participants represented business and industry in Richland, Lexington, and Fairfield counties.

Another program offering from the Continuing Education Division last year was the fundraising management certificate program. The program was not only designed to provide additional training for those persons already working in the field of fundraising, but also appealed to persons seeking to explore fundraising as a profession or for a general understanding of the fundraising function.

The College's Information Management Center is designed to train people in business, industry, state government and the technical education system in the use of word processors, microcomputers and related software.

Last year the center offered courses and utilized labs on all three campuses of the College. In addition, courses, seminars, and workshops were conducted at industrial, business, and government sites throughout the Midlands area that totaled over 21,500 contract hours of service to nearly 1,500 persons.

The information Management Center also developed a portable micro-

computer laboratory last year that will enable the center to transport microcomputers to any site in the Midlands area to provide training.

Midlands Technical College received an award last year from the Governor's Office Division of Employment and Training for its outstanding Job Training Partnership Act program. This was the only such award presented to a technical college in the state.

The MTC Public Information Office won a national bronze medal of achievement from the Council for the Advancement and Support of Education (CASE) in Washington, D. C. The medal was given in the CASE Recognition Program for creativity and excellence in the individual recruitment publications category. Midlands TEC was presented the award for its divisional and general information brochures, and was the only two-year college to receive the national award.

Midlands Technical College offered free classes in adult basic education, GED preparation, and pre-employment skills to qualified Fairfield County residents last June in Winnsboro. Funded by a grant from the Job Training Partnership Act (JTPA), the "College on Wheels" project assisted those with a high school diploma who needed to brush up on reading, English and math skills. The project also prepared those without a high school diploma for the GED and provided job search information.

Midlands Technical College hosted a regional three-day conference in June on developing a two-year curriculum for telecommunications training in two occupational areas — telecommunications managers and telecommunications technicians. The conference was the culmination of a study conducted earlier last year by Midlands TEC and four other technical colleges to determine the need levels and roles of telecommunications in business and industry.

ORANGEBURG-CALHOUN TECHNICAL COLLEGE

In May of 1985, an evaluating team of professional peers from colleges in the Southeast visited Orangeburg-Calhoun Technical College as part of the College's ten-year reaffirmation for accreditation process by the Southern Association of Colleges and Schools. This team visit was the culmination of an eighteen month self-study process where the College assessed its total operation against prescribed standards.

During the 1984-85 school year, the College served an unduplicated headcount of 6,299 students, a slight increase over the past year. There were 272 graduates from curriculum programs during May and August graduations.

On-line registration was implemented at the College to enhance student registration.

The College's Computer Center is equipped with a Digital Equipment Corporation VAX-11/750 Computer System. Over 50 terminals have

been connected to the system which serves both instructional and administrative functions at the College. The Center was utilized by persons in the community to increase their knowledge of computers and computer languages such as COBOL, BASIC, and RPG II. These and other courses were part of the regular student instruction in Data Processing.

O-C TEC was the prime test site for the new administrative system for all the TEC colleges. As phases of the system are installed, tested, and accepted by the College, they will be released to be installed in other colleges in the TEC system.

An additional microcomputer lab was established in the past year. It was used in the Business curriculum and for short courses offered by the Continuing Education Division.

Several other areas began implementing microcomputers into their curriculums. The machine tool technology program acquired a Bridgeport mill and five computer terminals. These will be used to teach computer numerical control.

TEC's industrial electronics technology program revised its curriculum to include courses on microprocessors and programmable controllers after receiving equipment to set up two microprocessor trainer stations and two programmable controllers.

With the addition of Apple IIc's, nursing students are becoming computer literate and gaining competence through the use of simulated experiences on computer programs.

The radiologic technology program was accredited for an additional five years by the Committee on Allied Health Education on Accreditation. TEC's practical nursing program was accredited for a three-year period by the S. C. State Board of Nursing.

The first class of associate degree nursing graduates took their licensing examinations for the first time in July. Twenty-two of the twenty-three students (95%) passed the exam. The maximum score on the exam is 3,200. The minimum score to pass is 1,600. The median score for O-C TEC's ADN students was 2,114.

O-C TEC was named as the Innovative Technical Training Resource Center for Electromechanical Maintenance Technology (EMMT). The EMMT Center will be responsible for equipping technicians with diagnostic and troubleshooting skills necessary to obtain entry level positions in the advanced electromechanical field. Five diagnostic techniques used in predictive maintenance for plant machinery will be introduced through the Center. They include digital vibration analysis, infra-red thermography, acoustic emission/shock pulse, PM data analysis, and signal analysis.

The Instrument Society of America gave $3,000 to Orangeburg-Calhoun Technical College to be used for scholarships for several students

enrolled in the Electronic Instrumentation Technology program.

Cummins Charleston, Inc. donated a 450 horsepower diesel engine to the Diesel Equipment Mechanics program. Mack Trucks, Inc. also donated a model CRS-115 carrier and a model T107 transmission to the Diesel program. They will be used for educational purposes to give students "hands-on" experience with diesel engine repairs.

Twenty-five area teachers, counselors, and administrators participated in a one-week course called "Educators in Industry," a three-hour graduate course offered by USC on O-C TEC's campus. The course provided these people with an increased awareness of the world of work, an increased awareness of career development, a deeper appreciation of the cooperative efforts between industry and education, and an understanding of opportunities for post-secondary education offered through the technical college. Participants toured the college and three local industries.

The continuing education division ended its 1984-85 college year with a record 194,575.4 contact hours. Programs that were part of the contact hour generation were maintenance, reading, quality control, statistical process control, workshops, seminars and various other upgrading type programs.

Supervisory development training was kicked off this year with a new touch. Assessment of first-line supervisors, using the Myers-Briggs Type Indicator and individual profile instruments, was implemented as the pre-op to supervisory training for area industries.

Through a grant of the college Foundation, the Continuing Education Division instituted campus and in-plant computer training programs. More than 300 participants from over fifty small businesses and industries were served between March and May by the newly established IBM PC center at O-C TEC. These individuals took advantage of the Lotus, IBM PC Introduction, Symphony, d-Base III, Multimate, Wordstar and others.

During the past fiscal year in our service area, Special Schools has trained 100 electronic technicians for Hughes Aircraft — S. C., 62 general service operators for Food Lion Distribution Center, 16 plastic extrusion technicians for Zeus Industrial Products, and 60 metal-working personnel for Utica Tool Company. There has been a substantial increase in Special Schools activity on a statewide basis as well as in the Orangeburg-Calhoun TEC service area.

The office of instructional improvement working through the Title III grant experienced progress toward achieving objectives in competency-based education, computer-assisted instruction, and the return-to-industry program.

DACUM (Developing A Curriculum) was used in determining the competencies that must be met by persons graduating in the fields of

climate control technology, industrial electronics technology, as well as animal and plant science. These curricula are now in the process of completing their course correlation matrices so that course revisions can begin.

Graduate profile documents were produced to provide potential employers with competency information on graduating students in the fields of medical lab technician, medical office assistant, associate degree nursing, and criminal justice. A laminated profile was presented to each student in these curricula upon graduation.

Computer-Assisted Instruction has begun in the areas of animal and plant science, medical lab technician, associate degree nursing, and practical nursing. Through the microcomputer lab, software is being made available relating to core subject matter. The CAI program is projected to expand to nine pilot areas.

Through the "Return-to-Industry" program, two instructors have been sent to the Ethyl Corporation. Three more faculty/staff members completed the "Educators in Industry" course at the University of South Carolina.

The JTPA Division trained students in warehouseman skills in a cooperative agreement with Food Lion in Elloree, and Helig Meyers and Utica Tool Company, both in Orangeburg. Graduates were successfully placed in training related jobs.

Utica Tool Co., in conjunction with the JTPA Division, designed a cooperative six-month machine tool training program for JTPA students. These students obtained on-site, hands-on experience.

During the 1984-85 year, the Dislocated Workers Program served 175 persons who had been laid off from their jobs. The services offered to these people included counseling, updating of employability skills, and career exploration as well as retraining or upgrading of technical skills. Sixty-five of the persons served regained employment during the year while 50 persons remained active in the program at the year's end.

Orangeburg-Calhoun Technical College's Foundation continued to serve the College. During April and May of 1985, it once again held its annual fund-raising drive among the College's employees. Faculty and staff contributions amounted to over $4,000.

Fourteen Foundation scholarships were awarded to valedictorians and salutatorians graduating from high schools in the College's service area. The Foundation provided funds for instructional improvement, nursing, continuing education, and other projects. It participated in a county crafts fair, obtained substantial amounts of donated supplies and equipment, and received generous contributions from local businesses and industries as well as from other foundations. The sale of a popular cookbook, published by the Foundation, continued as a popular fund-raiser.

PIEDMONT TECHNICAL COLLEGE

The 1984-85 year at Piedmont Technical College was one characterized by extraordinary achievements among faculty, staff and students. The college took top honors in a number of statewide and national activities. Several of the college programs, as well as individual students, faculty and staff, were cited for excellence.

Piedmont's Automated Manufacturing Technology program was honored as the state's most innovative technical/vocational curriculum just months after AMT department head and Robotics Resource Center director Jim Rehg was named "Outstanding Faculty Member of the Year" for the entire nation by the Association of Community College Trustees. He later received the "Order of the Palmetto," the highest honor accorded by the Governor of South Carolina.

Another program tapped for national honors during the past year was the college's developmental education program. Jane Rauton, director of Developmental Labs and Placement Testing at Piedmont, accepted the "Outstanding Program" award from the National Association for Developmental Education.

Piedmont's students took top honors in a number of statewide competitions. In the 1985 Competition for Creative Projects in the Technologies and the Arts, students from the Greenwood college captured first and second places in the Operating Models category and first place in the Sculpture Division. In a statewide Welding Skills Competition, Piedmont students took first-place awards in three of five categories, and SCTMA's "Textile Student of the Year" award once again went to a Piedmont TEC student.

All four faculty and staff nominees for SCTEA awards were finalists or winners at the 1984 convention: Margaret Martin was named "Outstanding Faculty Member of the Year," Curtis Miles received the A. Wade Martin "Innovative Educator of the Year" award, Ruth Nicholson was a finalist in the Support Staff category and Dan Koenig in the Adminstrator/Manager division. Martin and Koenig received additional recognition from other professional organizations. Martin, who is head of the Human Service Department, was one of only 100 women nationwide named to participate in the "Leaders of the 80's" program, sponsored by the Fund for Improvement of Post-Secondary Education (FIPSE). She was also elected president of the National Council of Psi Beta honor society for psychology students in two-year colleges. Dean of Learning Resources and director of the college Media Center, Koenig became the first recipient of the "Special Service Award" from the Association for Educational Communications and Technology of South Carolina.

Piedmont Technical College served more than 2,540 curriculum stu-

dents during the 1984-85 academic year, with an average of 4,500 enrolled in all programs, including regular curriculum and non-curriculum programs such as professional upgrade training, continuing education and community service courses. A major emphasis during the past year was service to dislocated workers. More than 900 were served through educational programs in an area particularly hard hit by layoffs and plant closings. The Dislocated Worker Program, aimed toward putting participants back to work, was a pilot in the state and provided assistance in employability skills such as interviewing techniques, restoration of self-confidence and job search techniques as well as upgrading of educational levels and skill training.

The college again enjoyed the highest level of participation in courses by residents in a single supporting county among the state's technical colleges. A total of 14.53% of all Greenwood County residents participated in Piedmont Technical College programs, a figure which more than doubled the state average. Among Piedmont's seven supporting counties, the participation level was 8.35%, bettering the state average by 2%.

Some of the college's most significant achievements during the past academic year involved the provision of high technology education and the attendant services required by area business, industry, and education. The Robotics Resource Center, now equipped with 13 industrial robots organized into 11 workcells, has offered a wide range of workshops and seminars during its "developmental" stages, attracting industrialists, educators and students from more than forty states.

Plans for the Center came full circle in August, 1985, when the first Associate Degree graduates of AMT walked across the stage. With a background of specialized courses, these graduates are trained in all areas of automation now being used in the nation's manufacturing facilities. The multi-discipline curriculum focuses on a range of automated processors, including industrial robotics. The AMT program and supporting laboratory facilities are among the very few available for academic use in the country.

Because of the large number of requests for training in this area, the lab has undergone renovations and has been expanded to nearly twice its original size and a new Hydraulic-Pneumatics Lab has been added.

Expanding the educational programs available to residents of the seven-county support area, the Center for Microcomputer Education served more than 2,200 persons for a total of 32,940 contact hours. A major emphasis during the past year has been tailor-made programs for industry, such as a six-months Computer Literacy course for Monsanto, which involved more than 300 employees. The addition of eight Compaq's has augmented the center's capacity for on-site programs throughout the college's seven-county support area. Courses approved for teacher

recertification credits attracted more than 150 area educators, and programs for junior and senior high school students were expanded to include the comprehensive AppleWorks package.

The Piedmont Technical College campus also saw some major changes during the 1984-85 year. The former Greenwood County Vocational Rehabilitation facility was purchased and is being renovated for the use of the Continuing Education Division's expanding offerings. Construction began on a new office complex late in the year for the Development Division.

Innovations in the Educational Development and Support Division included a new Special Services program designed to provide five integrated types of services to ensure student success. New services will include counseling and individualized attention through a newly-created Tutoring Center in study and career skills, reasoning and computer literacy. Results from the new emphasis are impressive: of the first 80 entering students, a record 97% continued their education.

Offering support for innovative training programs and the facilities required to deliver such training, the Piedmont Technical College Foundation continued to provide resources which are unavailable through more traditional sources. Established in 1975, the eleemosynary organization was among the first in the county in two-year colleges. Having completed its first major gifts campaign, an effort which netted some $426,000 in contributions, the Foundation kicked off Phase II early this year. With theme "A Partnership for Today — A Legacy for Tomorrow," the multi-year campaign is designed to raise one million dollars.

To mark the beginning of its third year of operation, the Women's Center co-sponsored the first ever statewide conference for women early in 1985. The Center continues to attract record numbers of area women to workshops which concentrate on survival skills and personal growth opportunities.

Diversification of industrial operations was the emphasis for Special Schools programs held across Piedmont Technical College's 3,500 square mile service area during the past year. Programs were available to employers of McCormick, Edgefield, Newberry, Abbeville and Greenwood counties and included training in metalworking, electronics, distribution, textiles and non-manufacturing operations.

SPARTANBURG TECHNICAL COLLEGE

In October, 1984, after serving the state and the technical education system for more than 35 years, Joe D. Gault, President of Spartanburg Technical College, announced his plans to retire effective June 30, 1985. The President Search Committee and the Spartanburg County Commis-

sion for Technical Education began the process of selecting a new president.

In May, 1985, the Spartanburg County Commission for Technical Education selected Dr. Jack A. Powers from a field of 127 applicants. The third president of Spartanburg Technical College, Dr. Powers has served in the technical education system as dean at Midlands Technical College, state coordinator for Innovative Technical Training and, most recently, as Associate Executive Director for Applied Technology and Research at the State Board for Technical and Comprehensive Education.

In 1985, Spartanburg Technical College completed the Self-Study for Southern Association of Colleges and Schools (SACS) reaccreditation and produced a report documenting the results. The College was evaluated by the SACS Visiting Committee in March. The official notice of reaccreditation is expected in December.

Charles R. Sanders and LeRoy Sellars have been reelected by the STC area commission as chairman and secretary respectively. Marvin B. Banton has been elected vice-chairman.

A public image survey by the Office for Development and a professional public relations firm indicated that the college enjoys a favorable reputation in the three-county area it serves. Spartanburg Technical College was compared with five other private and public, two and four year colleges in the immediate area. The college was rated excellent or good by 77.2% of the survey respondents. Almost half (43.4%) of those surveyed had an immediate member of the family who attended Spartanburg Technical College.

Asked about job opportunities, 83.9% rated this as excellent or good for STC graduates, higher than any of the other colleges.

From the thirteen factors offered, 98.8% selected "job after graduation" as the most important factor in their selection of a college. Financial aid was second (96.1%), credit transferability was third (95.0%) and low tuition was the fourth most important factor (94.5%).

During the 1984-85 year, STC completed the second year of its Title III funding. The college developed the Business Affairs component of the Management Information System and developed four courses in Computer Numerical Control for the Machine Tool Technology Department.

Grants received by the college included Special Services, $81,428; ARC Industrial Electronics Technology, $125,000 to be matched by STC; AACJC/Sears Foundation, $10,000; English as a second language, $29,500; and an Energy Grant of approximately $47,570 for equipment.

Significant accomplishments for the year 1984-85 at Spartanburg Technical College include:

- Excellent student performance on national certification examina-

tions and state boards. Surgical technology, radiologic technology, and dental asssisting had a pass rate of 100%, while the practical nursing pass rate was 97%.

- The Joint Review Committee for the Respiratory Therapy Technician program recommended approval of the new program to the Committee on Allied Health Education and Accreditation.
- Commendation was received from Congressman Carroll Campbell's office for the Allied Health Division's involvement in the regional Child Safe Day in February. The college was the host site in the fall for one of the best coordinated Child Safe Days in the upper state.
- The horticulture technology department and Clemson University cohosted a peach field day on campus for 200 upstate peach growers and agribusiness personnel. Included were equipment demonstrations, seminars, panel discussions, and a trade show.
- The business division added a word processing certificate program with day and evening classes. Two advanced word processing courses were added to the secretarial curriculum.
- All business curricula were revised with major emphasis on computer literacy.
- The business division provided two very successful computer courses for public school teachers' recertification. Coaches, teachers, music directors and administrators completed the introduction to data processing and computer operations courses.
- STC faculty and staff members are taking computer literacy courses as part of the FSD activities. Computer literacy for all STC faculty and staff is a high priority for the College.
- Spartanburg Technical College offers the only 2-year associate degree program in civil engineering technology in seven upper state counties. Job opportunities are excellent for graduates.
- The civil engineering technology program was approved for the college's technical scholars program.
- To serve industrial needs for students' competencies, engineering graphics technology, mechanical engineering technology, and electronics engineering technology were expanded to seven quarters.
- The industrial electronics technology department conducted special training in electronics and PLCs for industry.
- The industrial electronics technology department received a grant from the Appalachian Regional Commission for process control training.
- Joint Advisory Committees and articulation agreements continue between STC and local vocational high schools.
- The machine tool technology program was approved as an associate

degree program by State TEC and the South Carolina Commission on Higher Education.

- Since July 1, 1984, Spartanburg Technical College's continuing education division has generated over 200,000 contact hours involving 8,000 participants.
- With a greater demand on specialized contract training, the continuing education division worked with 73 companies in tailoring 155 programs to specific needs of industry and business.
- Spartanburg Technical College has established satellite programs at Cherokee Area Vocational Center. Credit and non-credit enrollment continues to grow and the support of the people in Cherokee County is extremely positive.
- STC opened an IBM-PC Learning Center in September, 1984, offering hands-on instruction in the latest software applications. The Center is in operation for day and evening training and is equipped with the latest in communications technology.
- During the fall of 1984, STC created the academic support services division which is comprised of the library, the academic computer center, and the media services department. The college library is expanding its holdings which support academic activities and revising and expanding its reference holdings. The computer center was created to allow all academic computers to be housed in a central location. This facility contains two Apple labs, a CAD lab, a word processing center and a VAX minicomputer lab. The media center has expanded its staff to provide increased services to the college.
- The STC developmental education division, in cooperation with the Governor's Remediation Initiative and Winthrop College, is serving as an internship site for nine secondary math teachers. Faculty from Spartanburg, Broome, Boiling Springs, and Cherokee High Schools attended a one-week training session at Winthrop College. A one-week internship at Spartanburg Technical College provided the "hands-on" portion and enabled the instructors to return to their schools to develop a fully-functioning math lab. Spartanburg Technical College staff continues to provide technical support to the new labs.
- Special classes have successfully familiarized STC faculty and staff with the new MIS system and VAX hardware.
- Coordination with state TEC week in May was climaxed with the STC Open House on Sunday, May 19. Full use of available media resulted in hundreds of prospective students and their families attending the campus-wide event.

As Spartanburg Technical College moves into the new year, the projections include utilization of innovative learning systems, increased empha-

sis on training for business and industry, and the rededication of administrators, faculty and staff to continue the growth of the college through excellence in academic and support programs as well as strict adherence to the mission of Spartanburg Technical College to offer the best possible technical education to the people of Spartanburg, Cherokee, and Union counties.

SUMTER AREA TECHNICAL COLLEGE

Based on data compiled by the State Board of Technical and Comprehensive Education, Sumter Area Technical College had the second highest percentage of service to constituents in the state. This service was delivered in a number of ways with the largest percentage being through the continuing education division.

The South Carolina Water Quality Institute received $305,500 in grants during 1984-85 and served 749 water and wastewater treatment operators with short courses and seminars.

Three short schools were conducted at various sites in the state and twelve courses were offered at the Institute. Three Water Quality Institute courses were offered at other technical colleges and three Water Quality Institute instructor development workshops were taught.

An increased effort to serve Kershaw County residents resulted in an articulation agreement with the Kershaw County Vocational Center to provide both credit and continuing education classes at that facility. A full-time program manager for Kershaw County was hired in the Continuing Education division and will maintain an office in Camden.

In addition to the achievements listed above, the following are major accomplishments at Sumter Area Technical College for 1984-85:

- The nursing division received full accreditation from the State Board of Nursing for South Carolina in October and also had the distinction of a 100 percent passage rate of the State Board Examination for the first graduating class.
- Groundbreaking ceremonies were held for the new two-story classroom building, making a total of nine college buildings and the first two-story one.
- Governor Dick Riley visited the campus in December to help dedicate the South Carolina Water Quality Institute to the honor of John E. Jenkins. The Institute is fully under way with extensive programs and is enjoying wide recognition and success throughout the state.
- The reaccreditation visit by the Southern Association of Colleges and Schools took place in February.
- 3-2 scheduling allowing students to attend classes either Monday,

Wednesday and Friday or Tuesday and Thursday began with summer quarter.

- Received increase in local support from Kershaw, Clarendon, Lee, and Sumter Counties.
- Converted 55 courses to competency-based instruction.
- Developed school-wide "Emphasis on Excellence" program.
- Implemented new certificate programs in computer operations, rehabilitative sciences, welding, industrial mechanics, machine tool, and CNC operations.
- Purchased and installed new computer-aided, drafting and design equipment in the drafting department. Offered courses for industry and exposed students to new equipment.
- Received approval to expand the drafting program to a two-year engineering graphics technology program and industrial maintenance to a two-year industrial mechanics technology program.
- Developed new clinical sites for the nursing program including Providence Hospital and Lexington County Hospital in Columbia, S. C.
- Conducted 118 high school presentations for 4,351 student contacts.
- Established outreach recruitment on regular basis at the following locations:
  a. Kershaw County Library
  b. Harvin-Clarendon Library
  c. Woodard Library (Bishopville)
  d. Shaw Air Force Base
- Co-sponsored the Lee County Health Fair for 125 contacts.
- Organized the Women In Transition (WIT) support group.
- Implemented computerized tracking and recordkeeping system for all federal student aid recipients to provide comprehensive and timely retrieval of information.
- Initiated in-service training for Sumter School District 17.
- Secured $418,880 in external funds
  a. Title III $303,380
  b. Wastewater Training 30,000
  c. Sanitary Survey 85,500
- Secured 25 scholarships for $11,500.
- Held groundbreaking ceremonies for General Classroom Building and completed 80% of General Classroom Building construction.
- Increased Foundation endowment by $61,650, which includes interest returned to endowment, donations, and payments on pledges.

TRI-COUNTY TECHNICAL COLLEGE

Added to the emphasis on program refinements, three major facility improvements marked a year of growth and development for the college.

A month after 700 new parking spaces opened west of Oconee Hall and approximately 500 community and industrial leaders attended the dedication of Clark Hall (the textile/welding center), students invited college and area officials to join them to break ground for the college's first student center.

The three tiers of new parking relieved a serious shortage of on-campus parking that had existed for several years and should provide adequate student and faculty parking for a number of years.

The 19,149-square-foot textile/welding center made way for the addition of state-of-the-art equipment in both departments. Built with funds from the Appalachian Regional Commission, Anderson County, Oconee County, Pickens County and student fees, the two-story brick-and-metal structure cost $1,318,000.

On November 27, students and members of the Area Commission turned shovels of dirt in front of the old canteen at the hub of the campus, symbolizing the beginning of construction of the college's first student center, which is scheduled for completion in October, 1985.

The 21,000-square-foot student center includes 15,000 square feet of renovated space previously occupied by three classrooms and three offices in Anderson Hall along with the canteen, bookstore, welding department and business office. A special student fee will retire institutional bonds, the source of $1,400,000 required to build and equip the facility.

Final approval was given for Tri-County to institute, effective with the fall quarter of 1985, the state's first associate degree program to train quality assurance technicians. At the same time, state agencies gave the college approval to add automated manufacturing technology to its schedule. The college requested both programs after surveys showed a need for the technicians in area industries.

Moving into its first year of full services, the TEC System's Applied Microelectronics Center for Innovation, located at Tri-County, conducted 1,160 hours of training for the employees of 60 businesses and industries around the state and 1,129 hours of training for 68 TEC instructors and staff participants.

The AMCI was designated the first Beta test site for UNITEST, the new computer software developed by Production Automation of California. The center was chosen also as the east coast test site for video/computer-based automated electronics technology courses developed by a California state college.

The Dislocated Worker Program in the Manpower Training Division received the Governor's Office Award as the top program in South Carolina. The award recognized the program's success in returning dislocated workers to the work force. For example, the Tri-County program set up special assistance for 90 workers at the NCR plant in Liberty and 185 workers at the Appleton Plant of J. P. Stevens in Anderson whose jobs were eliminated. Of the total dislocated workers, 95 percent returned to employment.

Other significant accomplishments during the year included:

- The Continuing Education Division initiated 16 certificate programs to provide specialized training in such occupations as automotives, metalworking, welding and animal science.
- The Health Care Consortium was selected to provide the 80-hour "Homemaker Certification Training" for nine upstate counties.
- The national ACCTion Consortium Resource Center, which provides instructional support services to 48 colleges in 22 states and one foreign country and is located at Tri-County, expanded its services to provide on-line computer searches to access 17 million summaries of articles, reports and books on thousands of topics ranging from computers and electronics to business and medicine.
- A director and 20 board members were selected for the Foundation, and the board approved its first fundraising goals.
- The institutional self-study was almost ready for publication as the college prepared for the visiting team of the Southern Association of Colleges and Schools to be on campus in April, 1986. The college is asking that its accreditation be extended for the second 10-year period.
- The college went on line with the Student Information System (SIS) and the Fiscal Records System (FRS). Tri-County was the first college in the TEC System to go on line with both systems. SIS and FRS give the college on-line registration, admissions and student tracking services, and interfaced financial and student records.

TRIDENT TECHNICAL COLLEGE

Quality Education . . . . the direction, purpose and motivation for all who support Trident Technical College are reflected in these two words. The college sought to achieve that quality in many ways this year.

Because the mission of the institution is "to prepare people for technically related jobs," success in the workplace and job placement upon completion of a program are priorities. Early in the year, the graduate warranty was introduced by Dr. Orth. Within weeks of the announcement, Trident Technical College received requests for information from

around the world. The warranty applies to any employed graduate of a degree, diploma or certificate program and will last for one year after graduation. Under the warranty, employers will be able to identify graduates for return to any class where the graduate's mastery of the original material is insufficient to perform satisfactorily on the job. The warranty is offered at no tuition cost to the employer or to the student; a special fund has been set up by the Foundation to implement the program.

Throughout the year, the job placement office staff provided assistance to students and employers in filling job market needs. They made 3,350 referrals of students and graduates to jobs, provided specific placement assistance to 727 individuals, and listed 1,020 jobs for area employers. Moreover, $439,000 in student salaries was generated under the Job Location and Development Program to assist students in financing their education at Trident TEC.

The Computer Center was officially opened on May 27. The Center spans more than 6,000 square feet with three fully equipped classrooms, two Digital VAX 785 super mini-computers, two open lab areas for independent study and office space for instructors and staff.

Additionally, a computer literacy course was designed and implemented for employees to develop the skills to operate the Rainbow 100 personal computer. This year, 160 employees participated in the course.

A new computerized information management system, Series Z, was implemented. Series Z allowed for computerized on-line registration for summer classes.

An addition to its physical plant, the College purchased the former C. A. Brown High School located in downtown Charleston. This facility is now being renovated, prior to its opening in 1986. It will be known as the Palmer Satellite.

In the academic area, two new, intensive short courses to teach currently marketable skills were approved by the Area Commission. Word processing-entry level is designed to get students into the work force quickly with the necessary word processing and related skills. Word processing for secretaries is an occupational upgrading program designed for the existing clerical workforce to give them adequate word processing skills for today's office. Both are scheduled to begin in the 1985 fall quarter.

Job Training Partnership Act funds again supported several Trident administered programs. The TTC Manpower Skill Center served 691 students in a variety of programs offered to Charleston County residents. The JTPA Berkeley/Dorchester program at the Berkeley Satellite served 193 residents, and is largely devoted to industrial training. The Displaced Workers Counseling and Career Development Center funded by JTPA,

assists out-of-work tri-county residents in reentering the workforce. The Center has helped former workers of General Electric, Cummins, DuPont and Reliance with pre-layoff and post-layoff assistance.

More than 3,500 tri-county residents attended short courses offered through our continuing education/occupational upgrading program such as: emergency medical training, small business management, real estate and basic computer programming. The continuing education/industrial training offered concentrated review and training in technical developments. The Industrial Post-Employment Training Unit conducted 435 customized on-site occupational upgrading courses, serving 36 companies and 5,189 employees. Ten new courses were designed and implemented in cooperation with the Greater Charleston Hotel/Motel Association to support employees of the service industry. A collaborative effort between TTC and Celette Corporation culminated in a unibody repair program for auto body repairmen and insurance adjusters.

In addition to other grants received by the College, the Institutional Aid Program (IAP) grant funded by the U. S. Department of Education supported major advances this year. In its third and final year of funding, IAP: 1) expanded the administrative computing capability of the College, particularly in areas of financial management and student information systems; 2) developed external linkages for the college by expanding the instructional computer capability needed to meet employer needs, increasing noncash support for the college, and developing a competency-based certification process for selected courses; and 3) increased instructional efficiency through the development of a word processing center to support the faculty, and by converting the library's catalog to a Computer Output Microfiche (COM).

The Trident Technical College Foundation continued its support of professional development for college faculty and staff. Four full merit scholarships to recent high school graduates and second year support for three students were awarded. The first Russell F. Moon scholarship, established under the auspices of the TTC Foundation by the business technology department in honor of a former business faculty member was awarded this spring.

The TTC Alumni Association held the first annual fund drive which included a direct mail solicitation and a phonathon in which a total of $11,000 was pledged from more than 800 people. These funds will be used to award academic scholarships.

Trident Technical College graduated 622 curriculum students this year. Included in the 1984-85 graduating class were 18 women and men from the college's first associate degree nursing (ADN) class.

Late in the year, president William A. Orth announced his decision to return to the field of aviation and accepted the position of president at

Spartan School of Aeronautics in Tulsa, Oklahoma. On June 11, Dr. Charles W. Branch was appointed the new president of Trident Technical College.

WILLIAMSBURG TECHNICAL COLLEGE

Williamsburg Technical College is due to begin construction on a new 16,000-square-foot Learning Resource Center (LRC) in the fall of '85. The new building will house the LRC as well as several office and classroom areas. The projected cost for the addition will be approximately $770,000. Proposed occupation of the building is set for late spring '86.

Numerous efforts have been underway at the college to continue to boost recruitment and retention. Several financial aid seminars have been held to inform the public as to the various types of financial assistance available. Telephone surveys and personal contacts have been conducted to give an indication of the way people find out about Williamsburg TEC and what their needs and desires for educational advancement are. Enrollment has been on the increase from last year and looks promising for the coming year. Informal surveys among students have confirmed that the 30,000 quarterly course schedules mailed each quarter have been the main source in letting the public know about the college.

The college developed a computer lab for students, faculty and staff who wish to enhance classroom instruction, explore topics of special interest or create important documents. Presently, the lab houses 25 micro-computers, one mini computer, and a variety of letter quality and dot matrix printers. Various instructional software and several word processing packages are available for student use, including career planning, perspective drawing, English usage, basic algebra, electrical circuits, computer-assisted design, and agricultural software. Additional software will be made available to meet the changing needs and interests.

Williamsburg TEC's Career Planning and Placement Center (CPPC) will soon complete its Kellogg Grant funding. The initial grant was funded for three years at $112,874. The goals were: to establish a comprehensive career planning program to provide career counseling, awareness, exploration, assessment and development to students; to develop and provide an elective curriculum course in "Survival Skills" for students and a "Student and the College" orientation course for newly enrolled students; and to utilize the System of Interactive Guidance and Information (SIGI) in the career planning program and academic advisement services of the college. Over fifty percent of Williamsburg TEC's students have used CPPC's facilities and there continues to be a strong institutional commitment to the continuation of CPPC.

The Title III program, which will also complete its funding this year,

has served as a strengthening factor in ways that will have long-term benefits for the college and its students. The intent of Title III has been to develop competency-based instructional materials and alternative learning methods for the college as well as to implement an institution-wide system for planning, management and evaluation of college functions. The projected grant for a 24-month period was approximately $200,000.

Over the past year Willamsburg TEC has instituted nine certificate programs to offer students quality certification in a timely manner. The certificate programs include Automotive Steering, Braking and Air Conditioning Systems; Automotive Tune-up, Carburetion and Emission Control; Construction Drafting; Tailoring; Industrial Maintenance Mechanic; Intermediate Welding Practices; Mechanical Drafting; Medical Office Clerical Assistant; and Word Processing.

The college was exempt for the third year in a row from affirmative action reporting. Williamsburg TEC is one of four agencies in the state to receive such an exemption status from the State Human Affairs Commission.

The drafting department installed a computer-assisted drafting (CAD) system this past year. The machine tool department also upgraded their equipment to include a Numeridex computer numerical control (CNC) system. These systems will enable students to learn the most modern and efficient techniques to prepare them for careers in their chosen fields.

The college's vocational education division encouraged the selection of outstanding vocational students during the last school year. Criteria for selection included grade ratios, instructor evaluation and class participation. The college also recently completed the sixth year of the Upward Bound grant which totaled some $145,000. Project Upward Bound provides encouragement to disadvantaged high school students to take full advantage of postsecondary opportunities. Ninety-eight percent of the Upward Bound graduates were accepted at colleges or universities.

The college transfer program continues to be well-received by upper-level institutions. Contacts were made with area students to inform them of courses offered for transfer credit during the summer quarter. Courses were offered during summer quarter in the Hemingway area. These courses proved so successful that the college plans to continue offering such programs for the Hemingway area.

The recent influx of new industry and the growth of existing industries has set the stage for an improving economic climate in Williamsburg county. Willamsburg Technical College has assisted such industry by working closely with them to provide training and services for employees and management. The college continues to take pride in helping make the future more promising for persons who seek to better themselves with a sound educational background.

YORK TECHNICAL COLLEGE

The 1984-1985 academic year saw many advances for York Technical College. Efforts were made by the staff to increase the quality of program offerings. The college was visited by a team from the Southern Association of Colleges and Schools and reaccredited its electrical engineering technology and engineerng graphics technology programs.

York TEC's Resource Center Personnel traveled extensively to see and learn about new and innovative applications of computer technology in business, industry, and government. Training for center Personnel included training on maintaining skills in the operation and utilization of computer technology. An average of six business/industry upgrading seminars or workshops were offered each month. Three hundred (300) people participated in instruction covering a variety of micro, mini, and main-frame applications. An average of one faculty/staff development opportunity was scheduled each month with 146 persons participating in training offered by the Center. This level of training has provided support for the development of curriculum programs in computing at 15 of the 16 technical colleges in the system. The Center responded to an average of more than one call per week from TEC colleges needing information and help with software, courseware, and hardware. The Center started a new activity during this year to provide dial-up support for educational users needing information on computer software and courseware. This project is a result of a joint effort by Digital, Winthrop College, and the Resource Center for Computer Applications here at York TEC to assist South Carolina educators in their efforts to identify and utilize computer resources in the classroom.

Over the last year, TEC's Special Schools program trained 436 students for nine (9) plants in Chester, Lancaster, and York counties. The Title III program under the Strengthening Programs of the Higher Education Act provided $165,000 for the College to provide a computerized on-line registration system and an industrial service database. The grant also provided for the development of a career skills center and the integration of SIGI (a career based software package system to help students clarify their career goals). Finally, the grant enabled the institution to provide better basic skills programs at the College as well as integrate computer related equipment into the Pre-Engineering and the Medical Lab Technology programs. This particular project has enabled the College to provide its students with up-to-date training to meet the needs of hospitals as well as industries in the service area.

In addition to providing continuing education opportunities on the York TEC campus, exploratory groundwork was completed to establish off-campus offerings in strategic areas of the three-county service area to

make program offerings more successful to a greater number of people. The Industrial Fire Technology program, offered in conjunction with the Celanese Corporation, trained 684 persons of various industrial fire brigades. This contrasts with 177 trained during the previous year.

Working with other institutional representatives from the Charlotte Area Consortium, the Continuing Education staff has helped to develop an employee guide to education services available from the Charlotte area colleges and universities. This guide will be distributed to businesses and industries in the metrolina service area. During this period, the institution also received a continuation of a dislocated workers program grant from JTPA. This grant enabled the institution to serve laid-off workers from major textile firms in our service area. During the year, York TEC completed the Medical/Business Technology Building which provided an additional 75,000 square feet.

The College has also been able to renovate three of its major buildings to allow for better utilization by its students.

APPENDIX A

TOTAL DEGREES AND DIPLOMAS AWARDED IN ACADEMIC YEAR JULY 1983-JUNE 1984

College	*Degree Programs*	*Diploma Programs Two Year*	*One Year*	*Total Graduates*
Aiken	90	12	43	145
Beaufort	58	0	39	97
Chesterfield-Marlboro	53	0	7	60
Denmark	86	34	74	194
Florence-Darlington	280	12	43	335
Greenville	582	0	269	851
Horry-Georgetown	185	0	71	256
Midlands	660	16	223	899
Orangeburg-Calhoun	161	69	125	355
Piedmont	226	48	75	349
Spartanburg	228	0	141	369
Sumter	114	22	21	157
Tri-County	289	19	51	359
Trident	489	0	269	758
Williamsburg	19	0	16	35
York	266	0	84	350
Total	3,786	232	1,551	5,569

TEC Department of Planning & Research July, 1985.
HEGIS Report 2300-2.1A — Degrees and other Formal Awards.

APPENDIX B

FULL-TIME EQUIVALENT ENROLLMENTS FOR FY 1977-1978 THROUGH FY 1984-1985 TECHNICAL EDUCATION PROGRAM

Colleges	*FY 1978*	*FY 1979*	*FY 1980*	*FY 1981*	*FY 1982*	*FY 1983*	*FY 1984*	*FY 1985*
Aiken	909	916	864	903	895	893.4	948.5	875.2
Beaufort	960	946	978	1,030	883	784.7	732.0	655.9
Chesterfield-Marlboro	547	483	530	555	583	580.1	559.4	533.8
Denmark	801	603	595	676	690	773.3	766.7	675.0
Florence-Darlington	2,165	2,365	2,238	2,269	2,190	2,166.4	1,984.6	1,780.3
Greenville	5,252	5,084	4,887	4,892	4,799	5,527.2	5,065.7	4,892.2
Horry-Georgetown	1,242	1,174	1,079	1,152	1,179	1,166.4	1,199.4	1,146.5
Midlands	5,353	5,081	4,827	5,090	5,391	5,094.6	4,571.1	4,351.6
Orangeburg-Calhoun	1,640	1,504	1,381	1,431	1,367	1,237.7	1,314.5	1,132.6
Piedmont	1,705	1,635	1,418	1,728	1,704	1,764.8	1,720.8	1,604.8
Spartanburg	1,671	1,618	1,607	1,746	1,834	1,870.5	1,763.8	1,638.9
Sumter	1,355	1,262	1,433	1,584	1,680	1,649.5	1,549.7	1,419.8
Tri-County	2,062	2,035	1,902	2,057	2,246	2,299.2	2,101.6	1,793.8
Trident	5,730	5,571	4,715	4,723	5,175	4,783.9	4,020.1	3,592.2
Williamsburg	610	477	536	465	428	377.3	331.7	290.5
York	1,442	1,460	1,482	1,590	1,745	1,934.9	1,841.2	1,581.0
Total All Institutions	33,444	32,214	30,472	31,891	32,789	32,903.9	30,470.8	27,964.1

TEC Department of Planning & Research, July 1985.

APPENDIX C

FULL-TIME EQUIVALENT ENROLLMENT GROWTH WITHIN THE TECHNICAL EDUCATION PROGRAM, FY 1977-1978 THROUGH FY 1984-1985 BY CLUSTER

Cluster Area	*FY 1978*	*FY 1979*	*FY 1980*	*FY 1981*	*FY 1982*	*FY 1983*	*FY 1984*	*FY 1985*
Agriculture	584.0	505.0	406.4	385.9	399.3	361.0	347.5	376.4
Allied Health	2,780.0	2,718.0	2,479.1	2,712.6	2,852.8	3,332.3	3,495.6	3,235.7
Business	11,461.0	11,006.0	10,629.2	10,715.6	10,907.1	11,015.2	10,525.1	9,764.9
Engineering	2,918.0	3,045.0	2,966.6	3,287.3	3,400.5	3,389.5	2,980.6	2,753.2
Industrial/ Occupational	9,877.0	9,395.0	8,715.0	8,997.1	8,580.8	8,012.5	7,032.4	6,083.6
Public Service	2,702.0	2,471.0	2,081.3	2,058.7	1,828.7	1,504.5	1,212.3	1,102.0
AA/AS	2,425.0	2,379.0	2,455.2	2,610.7	2,809.0	2,953.2	2,621.2	2,567.5
Career Dev./ Undetermined	697.0	695.0	739.0	1,123.4	2,008.6	2,335.9	2,255.8	2,082.2
Total FTE	33,444.0	32,214.0	30,471.8	31,891.3	32,786.8	32,904.1	30,470.5	27,965.5

TEC Department of Planning & Research, July 1985.

APPENDIX D

TECHNICAL AND COMPREHENSIVE EDUCATION ANNUALIZED UNDUPLICATED HEADCOUNT ENROLLMENT 1961-85

Year	*TEC College Enrollments*	*Special Schools Completions*	*Total*
1961-62	.....	475	475
1962-63	1,122	2,190	3,312
1963-64	11,867	2,785	14,652
1964-65	18,659	2,824	21,483
1965-66	32,967	5,044	38,011
1966-67	37,046	5,704	42,750
1967-68	42,146	4,081	46,227
1968-69	59,817	4,419	64,236
1969-70	79,001	4,534	83,535
1970-71	81,415	3,804	85,219
1971-72	81,486	5,403	86,889
1972-73	104,638	5,054	109,692
1973-74	93,650	3,759	97,409
1974-75	111,541	2,902	114,443
1975-76	115,825	2,622	118,447
1976-77	122,121	2,826	124,947
1977-78	142,058	1,725	143,783
1978-79	145,168	2,580	147,748
1979-80	154,158	3,545	157,703
1980-81	162,602	3,793	166,395
1981-82	164,503	4,708	169,211
1982-83	154,276	4,967	159,243
1983-84	155,127	5,331	160,458
1984-85	176,046	6,331	182,377

Source: TEC Management Information System; includes Technical Education, Continuing Education, Community Service, restricted State and federal programs.

APPENDIX E

STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION
ENDING FALL UNDUPLICATED HEADCOUNT ENROLLMENT — ALL PROGRAMS
FALL 1976 THROUGH FALL 1984

TEC Colleges	*1976*	*1977*	*1978*	*1979*	*1980*	*1981*	*1982*	*1983*	*1984*
Aiken	1,265	1,473	1,690	1,784	1,944	1,818	1,928	2,054	1,837
Beaufort	1,456	1,441	1,536	1,681	1,763	2,006	1,933	1,898	2,174
Chesterfield-Marlboro	1,257	1,545	1,463	1,687	1,721	1,706	1,603	1,952	1,653
Denmark	833	843	719	600	669	619	791	1,037	804
Florence-Darlington	4,631	3,912	4,226	4,456	5,299	4,627	4,318	4,087	4,783
Greenville	7,376	9,770	8,912	11,891	12,349	12,526	10,717	9,105	13,407
Horry-Georgetown	1,513	1,817	1,885	2,389	2,374	2,526	2,581	2,678	3,313
Midlands	6,294	7,572	7,861	7,829	8,638	9,853	9,349	7,705	7,537
Orangeburg-Calhoun	2,658	3,269	3,240	3,391	3,139	3,210	3,578	2,818	2,942
Piedmont	4,050	4,685	4,468	4,511	5,548	5,001	5,572	6,663	6,130
Spartanburg	3,268	3,527	3,174	2,957	2,730	3,326	3,786	3,839	3,576
Sumter	2,167	2,637	2,769	2,897	3,249	2,970	3,193	3,970	4,023
Tri-County	5,288	6,632	5,393	5,716	6,664	7,753	7,364	7,781	8,041
Trident	7,091	7,457	7,511	8,005	8,696	8,811	8,616	7,673	7,723
Williamsburg	1,453	1,758	1,576	1,637	833	1,095	1,882	1,449	769
York	2,146	2,528	2,279	2,518	3,008	3,101	3,201	3,135	3,093
South Carolina Fire Academy	NA	893	567	696	1,173	1,642	1,192	755	NA
Total All Institutions	52,746	61,759	59,269	64,645	69,797	72,590	71,604	68,599	71,805

Ending Fall Quarter. 'All Programs' includes Technical Education, Continuing Education, Community Service, restricted State and federal program activity reported through TEC's Management Information System.

APPENDIX F

HEADCOUNT ENROLLMENT BY CLASSIFICATION STATUS AND SEX
TECHNICAL EDUCATION PROGRAM
FALL 1984

	Full Time Students				*Part Time*		*Unclassified*		
	Freshmen		*Sophomore*						
TEC Colleges	*Men*	*Women*	*Men*	*Women*	*Men*	*Women*	*Men*	*Women*	*Total*
Aiken	62	66	141	151	260	164	77	111	1,032
Beaufort	28	71	79	138	226	196	170	125	1,033
Chesterfield-Marlboro	35	75	88	91	93	129	45	46	602
Denmark	111	103	154	216	40	23	5	5	657
Florence-Darlington	176	197	308	331	216	410	76	272	1,986
Greenville	407	404	1,163	1,302	975	1,141	254	361	6,007
Horry-Georgetown	152	147	259	203	152	143	101	147	1,304
Midlands	380	460	1,023	1,033	908	917	119	140	4,980
Orangeburg-Calhoun	153	221	170	252	143	184	100	84	1,307
Piedmont	170	231	288	288	239	234	32	98	1,580
Spartanburg	203	215	320	303	266	138	89	119	1,653
Sumter	116	184	325	376	211	210	91	107	1,620
Tri-County	228	171	401	346	404	440	75	97	2,162
Trident	248	328	496	850	1,363	1,400	0	0	4,685
Williamsburg	16	28	47	70	42	45	26	83	357
York	174	194	271	388	318	316	92	145	1,898
Total All Institutions	2,659	3,095	5,533	6,338	5,856	6,090	1,352	1,940	32,863

TEC Department of Planning & Research, HEGIS 2300-2.3B — July 1985.

APPENDIX G

STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION
ANNUALIZED UNDUPLICATED HEADCOUNT ENROLLMENT IN TECHNICAL COLLEGE PROGRAMS
FY 1976 THROUGH FY 1985

TEC Colleges	*FY 1977*	*FY 1978*	*FY 1979*	*FY 1980*	*FY 1981*	*FY 1982*	*FY 1983*	*FY 1984*	*FY 1985*
Aiken	2,780	3,804	3,453	3,281	3,681	3,504	4,198	4,258	4,198
Beaufort	2,784	2,859	3,530	3,877	4,219	4,303	3,564	4,336	4,408
Chesterfield-Marlboro	2,565	3,136	5,165	5,823	6,249	4,790	4,326	3,930	4,261
Denmark	1,373	1,450	1,170	849	913	914	1,202	1,474	1,070
Florence-Darlington	9,575	11,173	9,775	9,567	11,486	9,253	9,663	8,628	9,464
Greenville	19,093	21,639	22,910	28,185	29,941	30,758	21,760	19,619	38,414
Horry-Georgetown	2,769	3,356	3,646	4,798	5,275	5,634	6,165	6,715	7,226
Midlands	13,830	14,797	16,547	16,636	18,567	21,713	20,064	17,424	17,330
Orangeburg-Calhoun	6,813	7,792	7,337	9,009	6,706	6,788	7,081	5,951	6,210
Piedmont	9,086	10,102	10,790	11,755	11,280	11,556	12,609	15,771	13,599
Spartanburg	6,984	8,076	7,664	7,129	6,507	6,560	6,446	6,121	6,785
Sumter	4,916	6,108	6,177	6,825	8,418	6,865	7,569	9,002	11,114
Tri-County	12,763	15,090	13,694	13,123	16,134	16,776	16,434	19,098	17,413
Trident	14,972	16,030	16,321	16,924	16,910	18,199	16,765	16,181	15,990
Williamsburg	2,742	2,845	2,676	2,357	2,027	2,603	3,051	1,726	1,549
York	4,085	4,836	4,999	4,898	5,348	6,189	5,724	5,320	5,727
JTPA	4,586	5,600	5,860	5,563	5,058	4,350	4,475	4,850	5,550
Special Schools	2,826	1,725	2,580	3,545	3,793	4,708	4,967	5,331	6,331
South Carolina Fire Academy	405	3,365	3,454	3,559	3,883	3,748	3,180	4,723	5,738
Total All Programs	124,947	143,783	147,748	157,703	166,395	169,211	159,243	160,458	182,377

(Includes enrollments/participants in all programs: Technical Education, Continuing Education, Community Service, restricted State and federal programs. Special Schools and Comprehensive Manpower are shown by program. Special Schools Data represent completions.)

APPENDIX H

TEC SYSTEM STUDENT CHARACTERISTICS FISCAL YEAR 1984-1985

	Headcount	*Percentage*
I. *Veteran Status*		
A. Vet GI Bill	5,452	10.38%
B. Vet Non-GI Bill	0	0.00%
C. Non Veteran	47,048	89.62%
D. Not Specified	0	0.00%
Total	52,500	100.00%
II. *Classification*		
A. Freshman	34,140	65.03%
B. Sophomore	18,360	34.97%
C. Unclassified	0	0.00%
Total	52,500	100.00%
III. *Ethnic Group*		
A. Black	13,001	24.76%
B. White	37,194	70.85%
C. Other	1,081	2.06%
D. Not Specified	1,224	2.33%
Total	52,500	100.00%
IV. *Sex*		
A. Male	25,051	47.72%
B. Female	27,449	52.28%
C. Not Specified	0	0.00%
Total	52,500	100.00%

TEC Department of Planning & Research, July 1985

APPENDIX I

STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION UNDUPLICATED HEADCOUNT ENROLLMENT BY COUNTY — FY 1983-1984 (TECHNICAL EDUCATION PROGRAM)

County	*Total*	*County*	*Total*
Greenville	7,602	Newberry	281
Charleston	4,924	Kershaw	278
Richland	4,853	Cherokee	238
Spartanburg	2,683	Colleton	237
Lexington	2,256	Marion	232
Anderson	2,204	Calhoun	218
Sumter	2,119	Union	202
York	2,057	Hampton	195
Berkeley	1,743	Edgefield	190
Pickens	1,725	Dillon	174
Aiken	1,632	Lee	161
Beaufort	1,630	Fairfield	147
Florence	1,552	Saluda	131
Horry	1,467	Jasper	90
Orangeburg	1,461	Allendale	79
Dorchester	1,325	McCormick	26
Greenwood	1,294	Total in State	51,776
Oconee	799	Out of State	422
Chesterfield	755	Foreign	71
Laurens	646	Unknown	231
Darlington	645	Total	52,500
Williamsburg	630		
Lancaster	552		
Marlboro	466		
Georgetown	423		
Chester	345		
Clarendon	340		
Bamberg	310		
Abbeville	288		

APPENDIX J

PERCENTAGE OF 18-64 AGE POPULATION ATTENDING TECHNICAL COLLEGES BY SERVICE AREA — FY 1984-1985 (TECHNICAL EDUCATION AND CONTINUING EDUCATION PROGRAMS)

Technical College	*No. of Students Attending TEC From Respective Service Area*	*18 to 64 Age Population (1985 Estimate)*	*Percentage of 18 to 64 Age Population Served*
Aiken	3,267	70,158	4.66%
Beaufort	3,296	88,078	3.74%
Chesterfield-Marlboro	3,315	43,453	7.63%
Denmark	371	29,919	1.24%
Florence-Darlington	6,398	116,047	5.51%
Greenville	27,582	201,695	13.68%
Horry-Georgetown	3,913	103,298	3.79%
Midlands	13,480	302,165	4.46%
Orangeburg-Calhoun	3,209	60,848	5.27%
Piedmont	10,754	128,845	8.35%
Spartanburg	5,024	135,459	3.71%
Sumter	9,180	109,529	8.38%
Tri-County	14,124	185,730	7.60%
Trident	15,595	312,447	4.99%
Williamsburg	778	22,904	3.40%
York	3,469	75,330	4.61%
Total TEC System	123,755	1,985,905	6.23%

(Note: 18 to 64 age group based on 1980 Census Data and 1990 Projections provided by the Department of Research and Statistical Services. Excluded from this report are 5,844 students not identified by County of Residence.)

APPENDIX K

STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION
FY 1985-86 STUDENT FEES

Colleges	In-County		Out-of-County		Out-of-State		Out-of-Country	
	Full Time Per Quarter	*Part Time Per Hour*	*Full Time Per Quarter*	*Part Time Per Hour*	*Full Time Per Quarter*	*Part Time Per Hour*	*Full Time Per Quarter*	*Part Time Per Hour*
Aiken	$200.00	$16.00	$200.00	$16.00	$295.00	$24.00	$295.00	$21.00
Beaufort	$195.00	$16.00	$210.00	$17.00	$270.00	$22.00	$270.00	$22.00
Chesterfield-Marlboro**	$160.00	$13.33	$185.00	$15.42	$260.00	$21.67	$480.00	$39.99
Denmark	$175.00	$12.00	$175.00	$12.00	$250.00	$12.00	$250.00	$12.00
Florence-Darlington	$200.00	$17.00	$250.00	$21.00	$325.00	$28.00	$600.00	$50.00
Greenville	$155.00	$15.50	$172.50	$17.25	$287.50	$28.75	$677.50	$67.75
Horry-Georgetown	$175.00	$15.00	$175.00	$15.00	$350.00	$30.00	$525.00	$45.00
Midlands	$250.00	$21.00	$315.00	$27.00	$500.00	$42.00	$625.00	$53.00
Orangeburg-Calhoun	$175.00	$14.60	$225.00	$18.75	$275.00	$23.00	$275.00	$23.00
Piedmont**	$202.14	$16.79	$250.00	$20.90	$300.00	$25.00	$500.00	$41.70
Spartanburg	$135.00	$12.00	$170.00	$15.00	$270.00	$24.00	$405.00	$36.00
Sumter	$180.00	$15.00	$204.00	$17.00	$288.00	$24.00	$600.00	$50.00
Tri-County	$175.00	$15.00	$175.00	$15.00	$346.00	$30.00	$346.00	$30.00
Trident	$175.00	$15.00	$215.00	$18.00	$350.00	$30.00	$610.00	$51.00
Williamsburg	$125.00	$11.00	$125.00	$11.00	$125.00	$11.00	$645.00	$54.00
York	$132.00	$11.00	$159.00	$13.25	$264.00	$22.00	$264.00	$22.00

Compiled by Department of Student Services from data submitted by Chief Student Services Officers. Updated July 24, 1985.

Variable Student Fees for In-County Students:

Piedmont Technical College

In-County Student Fees	*Full Time*	*Part Time*
Saluda	$205.00	$17.00
Abbeville	$205.00	$17.00
Newberry	$205.00	$17.00
Edgefield	$200.00	$16.50
Greenwood	$205.00	$17.00
Laurens	$210.00	$17.50
McCormick	$185.00	$15.50
Average	$202.14	$16.79

APPENDIX L

STATEMENT OF FUND SOURCES AND CURRENT FUND EXPENDITURES FISCAL YEAR 1983-84

Source of Funds			
Current Unrestricted Funds			
State Appropriations	$62,445,461		
Federal Funds	1,323,718		
Student Fees	16,721,507		
County Appropriations	9,034,285		
Auxiliary Enterprises	7,774,755		
Other	3,177,670		
Total Unrestricted Source of Funds			$100,477,396
Current Restricted Funds			
Federal		$24,627,010	
Other		921,194	
Total Restricted Source of Funds			$25,548,204
Current Unrestricted Fund Expenditures			
I. Administrative			
Personal Service	$1,328,988		
Other Operating Expense	511,527		
Equipment	8,376		
State Employer Contributions	224,729		
Total Administrative		$ 2,073,620	
II. Technical Education Institutions' Operation			
A. Institutions			
Personal Service	$56,672,201		
Other Operating Expense	21,963,209		
Transfers/Equipment	5,451,339		
State Employer Contributions	7,864,839		
Total Institutions		$91,951,588	
B. Central Data Processing			
Personal Service	$ 283,402		
Other Operating Expense	642,987		
Equipment	44,779		
State Employer Contributions	51,143		
Total Central Data Processing		$ 1,022,311	

C. State Fire Academy				
Personal Service	$ 371,798			
Other Operating Expense	149,836			
Equipment	33,430			
State Employer Contributions	59,546			
Total State Fire Academy		$ 614,610		
D. Design for the 80's				
Personal Service	$ 187,979			
Other Operating Expense	158,043			
Equipment	143			
State Employer Contributions	31,404			
Total Design for the 80's		$ 377,569		
E. Retraining, Missing Bureau and Desegregation in Tech Colleges				
JTPA Program Operating	$ 924,311			
Desegregation Program Operating	119,408			
Equipment	117,390			
Total Retraining and Desegregation		$ 1,161,109		
Total Tech Education Institution Operation			$95,127,187	
III. Industrial Service				
Personal Service		$ 1,948,451		
Other Operating Expense		660,617		
Equipment		449,034		
State Employer Contributions		218,487		
Total Industrial Services			$3,276,589	
Total Current Unrest. Fund Expenditures				$100,477,396
Current Restricted Fund Expenditures				
Federal			$24,627,010	
Other			921,194	
Total Restricted Fund Expenditures				$ 25,548,204

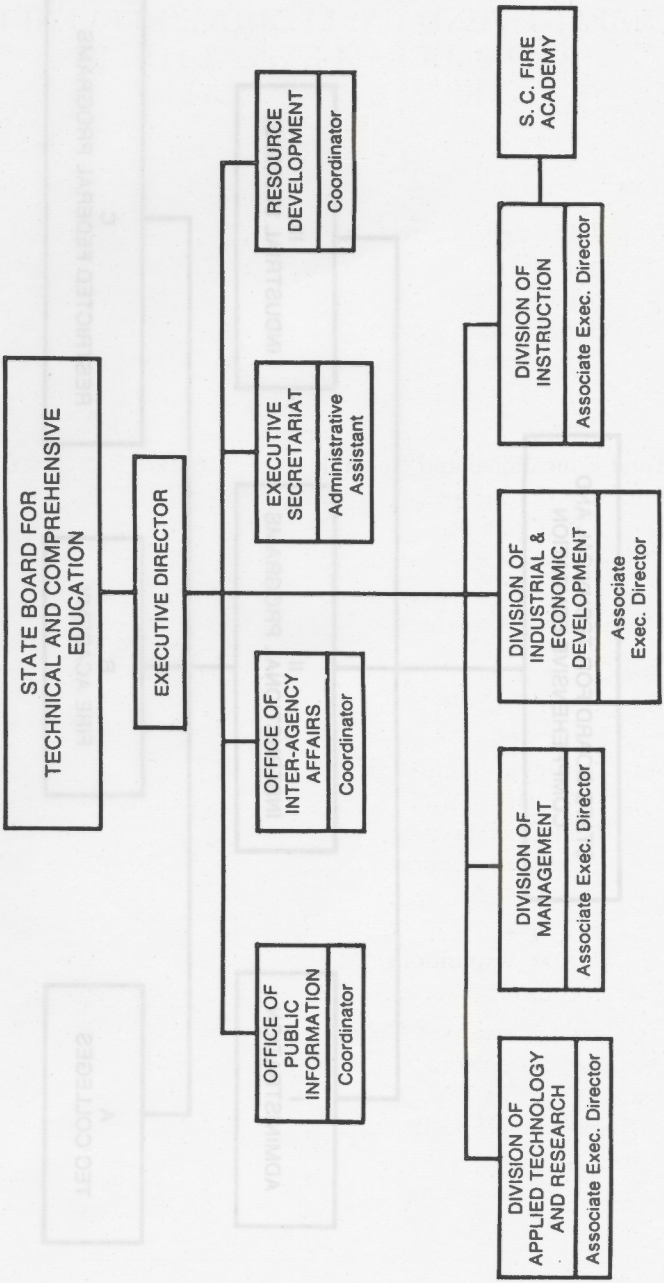
APPENDIX M

TECHNICAL EDUCATION INSTITUTIONS CURRENT FUND UNRESTRICTED REVENUES AND PROGRAM EXPENDITURES FISCAL YEAR 1983-84

Revenues		*% of Education and General*
Educational and General		
Student Fees	$16,721,507	19.9%
County Allocation	9,034,285	10.7%
State Operating Allocation[1]	52,660,775	62.6%
State Procured Equipment	1,499,963	1.7%
Other	4,260,303	5.1%
Total Educational and General	$84,176,833	100.0%
Auxiliary Enterprises	7,774,755	
State Retraining, Missing Bureau and Desegregation in TEC Colleges	1,161,109	
Total Unrestricted Revenue	$93,112,697	
Program Expenditures		
Educational and General		
Instruction	$35,144,060	41.1%
Academic and Student Support	11,617,756	13.5%
Plant Operations and Maintenance	11,350,725	13.3%
Administrative and General	21,987,699	25.7%
Capital Acquisitions/ Transfers	5,451,338	6.4%
Total Educational and General	$85,551,578	100.0%
Auxiliary Enterprises	6,400,010	
State Retraining, Missing Bureau and Desegregation in TEC Colleges	1,161,109	
Total Program Expenditures	$93,112,697	

[1] Includes Employer Share.

APPENDIX N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EXECUTIVE SECRETARIAT
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RESOURCE DEVELOPMENT
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OFFICE OF PUBLIC INFORMATION
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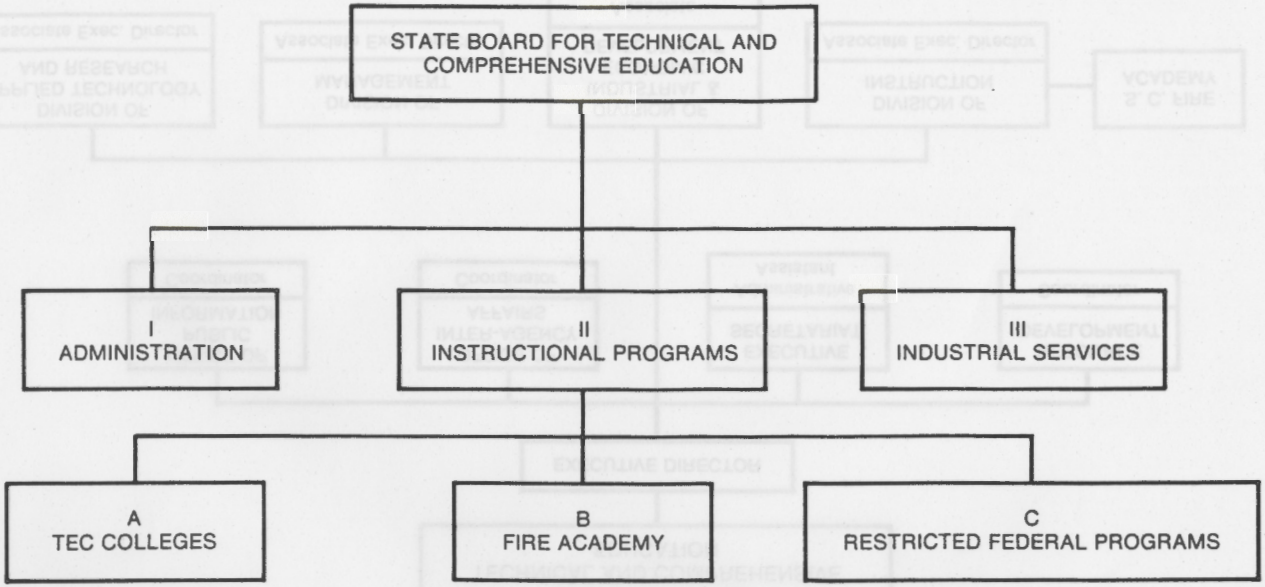
STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION
I
ADMINISTRATION
II
INSTRUCTIONAL PROGRAMS
III
INDUSTRIAL SERVICES
A
TEC COLLEGES
B
FIRE ACADEMY
C
RESTRICTED FEDERAL PROGRAMS